



Fantastic Phonics

Book 23 – Ma Darns her Sock

PHONOLOGICAL AWARENESS

- focus on ‘ar’ sound – darn, barn, dark, bark
- focus on ‘ox’ sound – socks, ox, box
- focus on double syllables – jumped

‘AR’ Sound	
The “ar” sound can occur in words like barn, yarn, farm, bark, dark	
It is a single sound created by two letters	
<p>Say the word DARN</p> <p>FIRST sound in DARN is / d /</p> <p>MIDDLE sound in DARN is / ar /</p> <ul style="list-style-type: none"> • Listen, / ar/ vowel blend / ar / <p>END sound in DARN is / n /</p> <ul style="list-style-type: none"> • Listen, / n/ “nn” sound 	<p>Say the word BARN</p> <p>FIRST sound of BARN is ... / b /</p> <p>END sound in BARN is / ar /</p> <ul style="list-style-type: none"> • Listen, / ar/ vowel blend / ar / <p>END sound in BARN is / n /</p> <ul style="list-style-type: none"> • Listen, / n/ ‘nn’ sound

‘OX’ and “OCKS” Sound	
The “ox” sound can occur in words like fox, locks, rocks, box	
<p>FIRST sound in BOX is / b /</p> <ul style="list-style-type: none"> • Listen, / b / “buh” sound <p>MIDDLE sound in BOX is / o / short vowel</p> <ul style="list-style-type: none"> • Listen, / o/ short vowel “o” as in “on” <p>END sound in BOX is / ks /</p> <ul style="list-style-type: none"> • Listen, / k / vowel blend / ks / <p>Say BOX as THREE SOUNDS - /b/o/ks/</p>	<p>The first sound of SOCKS is ...</p> <ul style="list-style-type: none"> • Listen, / s / “ss” sound <p>The END sound in SOCKS is / o / short vowel</p> <ul style="list-style-type: none"> • Listen, / o/ short vowel “o” as in “on” <p>The END sound in SOCKS is / cks /</p> <ul style="list-style-type: none"> • /ck/ blend creates single sound of /k/ <p>Say SOCKS as THREE SOUNDS- /s/o/ks/</p>
Continue with FOX, OX, SOX	Continue with LOCKS, ROCKS, BLOCKS

'SILENT E'

Note to Parents/Teachers

'Bossy E at the end makes the vowel say its name.'

<p>FIRST sound in DIME is / d / "duh"</p> <p>MIDDLE sound in DIME is / i / ("eye")</p> <ul style="list-style-type: none">The vowel /i/ is converted to LONG Vowel by the silent e <p>END sound in DIME is / mm /</p> <p>DIME has 3 sounds - /d/i/m/ - long vowel /i/</p>	<p>FIRST sound in RIPE is / r / "rr"</p> <p>MIDDLE sound in RIPE is / i / ("eye")</p> <ul style="list-style-type: none">The vowel /i/ is converted to LONG Vowel by the silent e <p>END sound in RIPE is / p / "puh"</p> <p>RIPE has 3 sounds - /r/i/p/ - long vowel /i/</p>
Continue with TIME, MINE, SLIME	Continue with PIPE, SWIPE

'SILENT GH'

Note to Parents/Teachers

When a word shows a 'GH' combination (either in the middle or end) then the /g/ sound is silent

Examples

- SIGH, HIGH, bright light night sight height,
- neighbour sleigh weigh weight straight,
- although dough doughnut thorough,
- through,
- bough plough drought

<p>FIRST sound in SIGHT is /s / "ss" sound</p> <p>MIDDLE sound in SIGHT is / igh / "eye" sound</p> <ul style="list-style-type: none">The /gh/ sound is silent but changes /i/ into long vowel 'eye' <p>END sound in SIGHT is /t / "tuh"</p> <p>SIGHT has 3 sounds - /s/i/t/ long vowel 'eye'</p>	<p>FIRST sound of FIGHT is / f / "ff" sound</p> <p>MIDDLE sound in FIGHT is / igh / "eye" sound</p> <ul style="list-style-type: none">The /gh/ sound is silent but changes /i/ into long vowel 'eye' <p>END sound of FIGHT is /t/ "tuh"</p> <p>FIGHT has 3 sounds - /f/i/t/ long vowel 'eye'</p>
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VOWEL BLENDS	
<p>Say the word WOULD as three sounds</p> <p style="text-align: center;">“w” + “ou” + “ld”</p> <ul style="list-style-type: none"> • The /ou/ blend forces the /o/ to a long vowel • The /ld/ consonant blend makes the “l” silent • WOULD is sounded as 3 sounds /w/ou/d/ (as in “wood”) 	<p>Say the word COULD as three sounds</p> <p style="text-align: center;">“c” + “ou” + “ld”</p> <ul style="list-style-type: none"> • The /ou/ blend forces the /o/ to a long vowel • The /ld/ consonant blend makes the “l” silent • COULD is sounded as 3 sounds /k/ou/d/ (as in “kood”)
<p>Say the word SHOULD as three sounds</p> <p style="text-align: center;">“sh” + “ou” + “ld”</p> <ul style="list-style-type: none"> • The /ou/ blend forces the /o/ to a long vowel • The /ld/ consonant blend makes the “l” silent • SHOULD is sounded as 3 sounds /w/ou/d/ (as in “wood”) 	<p>WOULD, SHOULD AND COULD are special case words where the “OU” combination sounds like “oo” as in wood, or good.</p> <p>The “OU” combination can sound like “UFF”</p> <ul style="list-style-type: none"> • Tough, rough, enough <p>The “OU” combination can ALSO sound like “OUR”</p> <ul style="list-style-type: none"> • Hour, Loud, Cloud <p>The “OU” combination can ALSO sound like “OR”</p> <ul style="list-style-type: none"> • Pour, Four, Course

VOWEL BLENDS	
<p>Say the word GRATE as three sounds</p> <p style="text-align: center;">“gr” + “a_e” + “t”</p> <ul style="list-style-type: none"> • The ‘silent e’ forces the /a/ to a long vowel “ai” • The /gr/ blend is a single sound • GRATE is 3 sounds - /gr/ai/t/ • it has the same sounds as “GREAT” 	<p>Say the word GREAT as three sounds</p> <p style="text-align: center;">“gr” + “ea” + “t”</p> <ul style="list-style-type: none"> • The /ea/ blend forces the /a/ to a long vowel “ai” – same as “grate” • The /gr/ blend is said a single sound • GREAT is 3 sounds - /gr/ai/t/ • it has the same sounds as “GRATE”
<p>Say the word RODE as three sounds</p> <p style="text-align: center;">“r” + “oh” + “d”</p> <ul style="list-style-type: none"> • The ‘silent e’ forces the /o/ to a long vowel /oh/ sound • RODE is 3 sounds /r/oh/d/ • it has the same sounds as “ROAD” 	<p>Say the word ROAD as three sounds</p> <p style="text-align: center;">“r” + “oh” + “d”</p> <ul style="list-style-type: none"> • The /oa/ blend forces the /o/ to a long vowel /oh/ sound • ROAD is 3 sounds /r/oh/d/ • it has the same sounds as “RODE”
<p>Take special care to help with each word</p>	

PUNCTUATION

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.

RE-ARRANGE LETTERS

Choose the letters for the words below and arrange them so they DON'T form a word

Say the word **FOX**, and sound it out IN THE WAY DESCRIBED.

Ask your child to arrange the letters to create the word

Continue for words

- **BOX, SOCKS,**
- **DARN, BARN, FARM**

Take special care to help with each word

SIGHT WORDS

some, come , comes

The word “Come” is a sight word; the “silent e” suggests it would sound as a **LONG VOWEL /O/** BUT IT IS SOUNDED as “kum” – short /u/ sound as in “pup”

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

HOMOPHONES

Say the word **READ**

“when you use a book”

- Show that the **FIRST** sound is /r/
- Show the **MIDDLE** sound is a vowel blend /ea/ (“ee” sound)
- **END** sound /d/

Say **READ** as **3** sounds - /r/ee/d/

Say the word **REED**

“a long, thin plant that grows in water”

- Show that the **FIRST** sound is /r/
- Show the **MIDDLE** sound is a vowel blend /ee/ (“ee” sound)
- **END** sound /d/

Say **REED** as **3** sounds - /r/ee/d/

<p>Say the word SUM</p> <p>“when you add up numbers”</p> <ul style="list-style-type: none"> • FIRST sound is /s/ • MIDDLE sound is short vowel /u/ (“uh” SOUND) • END sound /mm / <p>Say SUM as 3 sounds - /s/u/m/</p>	<p>Say the word SOME</p> <p>“a number of objects”</p> <ul style="list-style-type: none"> • FIRST sound is /s/ • MIDDLE sound is short vowel /u/ (“uh” SOUND) • END sound /m / <p>Say SOME as 3 sounds - /s/u/m/</p>
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SYLLABLES and TENSE

SYLLABLES	
<p>SAY the word HAP-PY and lay it out with your letter cards</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p>Ask your child to say each syllable separately. If necessary, ask them to voice each sound in the syllable(s).</p> <p>Then move the cards together and ask your child to say both syllables as one word.</p>	<p>SAY the word SUN-NY and lay it out with your letter cards</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p>Ask your child to say each syllable separately. If necessary, ask them to voice each sound in the syllable(s).</p> <p>Then move the cards together and ask your child to say both syllables as one word.</p>
<p>Repeat for the additional words; BUN-NY, RUN-NY, TUM-MY, DUM-MY,</p>	

PAST TENSE	PRESENT TENSE
<p>SAY the word WALK and lay it out with your letter cards</p> <p>Say the word WALK-ED</p> <p>WALKED is single syllable because the /e/ in “ED” is not stressed</p> <p>WALKED is 4 sounds /w/a/lk/d/</p> <p>Indicate that the “ed” make the word into a PAST TENSE</p> <p>“he walked to the car”</p>	<p>SAY the word WALK and lay it out with your letter cards</p> <p>Say the word WALK-ING</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p>Add the extra “ING” to the word</p> <p>Indicate that the “ing” make the word into a PRESENT TENSE</p> <p>“he is walking to the car”</p>

FUTURE, PAST, PRESENT

HELP YOUR CHILD change these **PAST TENSE** sentence to **PRESENT TENSE**.

- Ma had a rip in her sock. (Ma **HAS** a rip in her sock.)
- Ma had to darn her sock with her yarn. (Ma **HAS** to darn her sock with her yarn.)
- Ma went to the barn for her yarn. (Ma **IS GOING** to the barn for her yarn.)
- The yarn for her socks was in the box. (The yarn for her socks **IS** in the box.)

FUTURE, PAST, PRESENT

HELP YOUR CHILD change these **PAST TENSE** sentences into **FUTURE TENSE**.

- Ma had a rip in her sock. (Ma **WILL HAVE** a rip in her sock.)
- Ma had to darn her sock with her yarn. (Ma **WILL HAVE** to darn her sock with her yarn.)
- Ma went to the barn for her yarn. (Ma **WILL GO** to the barn for her yarn.)
- The yarn for her socks was in the box. (The yarn for her socks **WILL BE** in the box.)

VERBS

Explore Tense further

- We usually make the **future tense** by adding "**will**" or "**can**" to verb).
 - "Joe will mow the grass." or "Joe can mow the grass"
 - Joe will fix the mower so he can mow the grass"
- We usually make the **present tense** by adding "**is**" and adding '**ing**' to verb
 - Joe is now mowing the grass.
 - Joe is fixing the mower and so he can mow the grass
 - Joe has fixed the mower and is mowing the grass
- We usually make the **past tense** by adding "**has**" and
 - adding "**d**" or "**ed**" / or
 - adding "**n**" or "**en**" to the verb.
 - Joe has fixed the mower and mowed the grass, or
 - Joe fixed the mower and has mown the grass.
- The words "**will**" and "**can**" and "**may**" or "**shall**" or "**be**" - imply FUTURE tense
 - "Joe will mow", or "Joe can mow", or "Joe may mow" or "Joe will be mowing"
 - events in the FUTURE

<ul style="list-style-type: none"> • The words "is" and "are" and "being" - imply PRESENT tense <ul style="list-style-type: none"> - "Joe is mowing", or "Joe and friend are mowing", or "the grass is being mowed" - events in the NOW • The words "has" and "have" and "been" - imply PAST tense <ul style="list-style-type: none"> - "Joe has mowed", or "Joe and friend have mowed", or "the grass has been mowed" - events in the PAST 	
<p>VERB – "jumped"</p> <ul style="list-style-type: none"> • He will jump off the box • He is jumping off the box • He has jumped off the box 	<p>VERB – "run"</p> <ul style="list-style-type: none"> • We will run to the markets • We are running to the markets • We have run to the markets

darn darn darn darn

darn darn darn darn

darn darn darn darn

yarn yarn yarn yarn

yarn yarn yarn yarn

yarn yarn yarn yarn

barn barn barn barn

barn barn barn barn

barn barn barn barn

jumped jumped jumped

jumped jumped jumped

jumped jumped jumped

sock sock sock sock

sock sock sock sock

sock sock sock sock

Ma had a rip in her sock.

Ma had a rip in her sock.

Ma had a rip in her sock.

Ma had to darn her sock

Ma had to darn her sock

Ma had to darn her sock

with her yarn. Ma went

with her yarn. Ma went

with her yarn. Ma went

to the barn for her yarn.

to the barn for her yarn.

to the barn for her yarn.

to the barn for her yarn.

to the barn for her yarn.

to the barn for her yarn.

to the barn for her yarn.

to the barn for her yarn.

Ma said, "Go, go red
fox, get off my box."
Off the big box jumped
the bad red fox.

Ma said, "Go, go red
fox, get off my box."
Off the big box jumped
the bad red fox.

Ma said, "Go, go red
fox, get off my box."
Off the big box jumped
the bad red fox.

Blank handwriting practice lines.



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Book 23 Worksheets

Ma Darns her Sock – more /ar/ sounds

Sound each letter - joined letters are a single sound.	Then blend, stressing the vowel.	Then say as a blended whole word	
s ox	s-ox	sox	
b ox	b-ox	box	
b ar n	b-ar-n	barn	
f ar m	f-ar-m	farm	
d ar n	d-ar-n	darn	
s o ck s	s-o-ck-s	socks	
One syllable j u m p ed	j-u-m-p-ed	jumped	
Sight words			
want	come	comes	some
where	were	was	said



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Silent Letters

Parent says the words (**box, fox, sock, darn, barn, farm**) and sounds each one out and asks the child to fill in the missing letter.

bo _

f _ x

s _ ck

da _ n

b _ rn

fa _ m

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**box, fox, with, darn, farm, jump**)

xbo

oxf

tihw

adrn

afmr

ujpm

Read the sentence, and ask your child to write the words in correct order below (**Ma went to the barn for her yarn.**)

the went Ma to yarn. for her barn



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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

Ma, rip, sock, box, darn, yarn, fox, went, her, saw, red,
my, fox, big, jumped, get, off,
got, is, to, had, on, the, a, and

Sentence 1

Sentence 2

Learning Past, Present and Future Tense

Ask your child to put the correct word in place.

jump, jumping, jumped

The red fox has _____ off the big box.

The red fox is _____ off the big box.

The red fox will _____ off the big box.



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Extra Words

Help your child to read through the following words, using the “Onset and Rime” method (see your Phonemic Guide)

Future Tense	Present Tense	Past Tense
run	running	ran
dig	digging	dug
sit	sitting	sat
get	getting	got
hit	hitting	hit
put	putting	put
sip	sipping	sipped
rip	ripping	ripped



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tug

tugging

tugged

Extra Words

Explain the “suffixes” of
“less” – meaning “none” and “ful” – meaning “very”
show how the syllables divide
(if there is a “silent e”, it remains)

harm

harm-ful

harm-less

help

help-ful

help-less

use

use-ful

use-less

care

care-ful

care-less

Two Syllable Words

All these two syllable words have simple 3 letter syllable
Help your child to ‘sound out’ each syllable, then put the syllables together.

1. Sound each syllable
separately

2. Then blend, stressing
the vowels

3. Then say as a blended
whole word

car rot

car-rot

carrot

bar ber

bar-ber

barber

wiz ard

wiz-ard

wizard



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bar ker

bar-ker

barker

car pet

car-pet

carpet



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Compound words

These words all give a “direction” ... “ward” means “to move in a direction”
Each syllable can be decoded - we have done all the words

1. Sound each syllable separately	2. Then blend, stressing the vowels	3. Then say as a blended whole word
in ward	in-ward	inward
out ward	out-ward	outward
up ward	up-ward	upward
down ward	down-ward	downward
for ward	for-ward	forward
back ward	back-ward	backward
to ward	to-ward	toward
on ward	on-ward	onward



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HOMOPHONES - ADVANCED

SAY the word, then ask your child to read the small text under the mixed-up letters, then write in the word.

The word they are looking for is in there.
This is reading and comprehension training.

buy, bye, dew, due, our, hour, role, roll, raw, roar

uby I will buy a pig	---	ybe we all said bye-bye	---
edw there is dew on the grass	---	ude lunch is due right now!	---
uor when is our lunch?	---	hruo what hour will lunch be?	---
elro the actor plays a role	---	llro I had a salad roll for lunch	---
wra raw food can be cooked	---	rrao the lion can roar	---



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Long Vowels

- /oa/ vowel blend - creates long vowel /o/
- 'silent e' forces the /i/ vowel to long vowel sound

r o a d

r-oa-d

road

l o a d

l-oa-d

load

t o a d

t-oa-d

toad

t i m e

t-i-me

time

sl i m e

sl-i-me

slime

ch i m e

ch-i-me

chime

day time

day-time

daytime

bed time

bed-time

bedtime

any time

any-time

anytime



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The Magic Box.

I got a magic wand from a man who was very old, he said "wave it over rocks and they will turn into gold."

I had a small box and I found a few rocks, I put the few rocks onto the box.

I waved the magic wand over the box, and when I opened the box - all I found were the rocks.

So I got some new rocks and put them in the box, then waved the wand and added a few knocks.

Then I waved it in the air and gave it to my cat, then opened the box - the rocks had turned to a little baby rat.

"Oh No!" I said, and tried once more, I put new rocks in the box and stood it on the floor. I jumped over it once then jumped backwards again, said a magic word then it started to rain.

I looked at the rain then opened my box - the rocks had turned into a pair of socks.

"Oh No!" I said once more, and got some new stones, I was running out of rocks so I added a few bones.

This time I waved my wand and tapped the box, when I opened it up - out ran a bony fox.

I was about to give up but I had one last go, I put a toy ring into the box and waved the wand slow.

All of a sudden, the box broke in three, and I saw my toy ring had turned into a perfect golden key. With the golden key I changed the world, now I am known as the Golden Girl.

