



# Fantastic Phonics

## Book 24 – The Fly and the Bee

### PHONOLOGICAL AWARENESS

- focus on long vowel ‘i’ sound – cry, fly, fry, by
- focus on ‘ew’ blend – flew, crew

‘eye’ Long Vowel Sound	
<p>The “i” long vowel sound ‘eye’ can occur in words like fly, tie, sigh, bye-bye</p> <p>It is a single sound created by one or more letters</p>	
<p><b>FIRST</b> sound in <b>CRY</b> is / kr / consonant blend</p> <p><b>END</b> sound in <b>CRY</b> is / i / long vowel “eye”</p> <ul style="list-style-type: none"> <li>• the /y/ at the end of the word is sounded as long vowel “eye”</li> </ul> <p>Sound <b>CRY</b> as two sounds, /kr/i/ long vowel</p>	<p><b>FIRST</b> sound in <b>FLY</b> is / fl / consonant blend</p> <p><b>END</b> sound in <b>FLY</b> is / i / long vowel ‘eye’</p> <ul style="list-style-type: none"> <li>• the /y/ at the end of the word is sounded as long vowel “eye”</li> </ul> <p>Sound <b>FLY</b> as two sounds, /fl/i/ long vowel</p>
<p><b>FIRST</b> sound in <b>TRY</b> is / tr / blend</p> <p><b>END</b> sound in <b>TRY</b> is / i / long vowel</p> <ul style="list-style-type: none"> <li>• the /y/ at the end of the word is sounded as long vowel “eye”</li> </ul> <p>Sound <b>TRY</b> as two sounds, /tr/i/ long vowel</p>	<p><b>FIRST</b> sound in <b>WHY</b> is / wh / blend</p> <p><b>END</b> sound in <b>WHY</b> is / i / long vowel</p> <ul style="list-style-type: none"> <li>• the /y/ at the end of the word is sounded as long vowel “eye”</li> </ul> <p>Sound <b>WHY</b> as two sounds, /wh/i/ long vowel</p>

**'EW' SOUND - CREATES THE LONG VOWEL SOUND OF "OO"**

The "oo" long vowel sound can occur in words like flew, brew, crew, chew, true, blue, through

**FIRST** sound in **FLEW** is / fl / "fluh"

**END** sound in **FLEW** is / u / (vowel "oo")

- Listen, "ew" makes LONG vowel /u/ "oo"

Say **FLEW** as TWO SOUNDS - /fl/oo/

**FIRST** sound in **CHEW** is / ch / "chuh"

**END** sound in **CHEW** is / u / "oo" sound

- Listen, "ew" makes LONG vowel /u/ "oo"

Say **CHEW** as TWO SOUNDS - /ch/oo/

Continue with **BREW, CREW, STEW**

**'SILENT K'**

**Note to Parents/Teachers**

When 'kn' starts a word, the k is silent.

**FIRST** sound in **KNEE** is / n / "nn" sound

- The 'k' is silent

**END** sound in **KNEE** is / e / "ee"

- The 'double-e' changes /e/ to long vowel

Say **KNEE** as TWO SOUNDS - /n/ee/

**FIRST** sound in **KNOW** is / n / "nn" sound

- The 'k' is silent

**END** sound in **KNOW** is / ow / (long vowel)

The LONG VOWEL /ow/ sounds as "oh" in "go"

Say **KNOW** as TWO SOUNDS - /n/oh/

**FIRST** sound in **KNOT** is / n / "nn" sound

- The 'k' is silent

**SECOND** sound in **KNOT** is / o / short vowel "o"

**END** sound in **KNOT** is / t / "tuh"

Say **KNOT** as THREE SOUNDS - /n/o/t/

**FIRST** sound in **KNEW** is / n / "nn" sound

- The 'k' is silent

**SECOND/END** sound in **KNEW** is / u / long vowel "oo"

Say **KNEW** as TWO SOUNDS - /n/oo/

KNEW is past tense of KNOW

## STING and STUNG

**Note to Parents/Teachers:** STUNG is the **PAST TENSE** of STING.

### PRESENT TENSE

**FIRST** sound in **STING** is / st /

**MIDDLE** sound in **STING** is / i / short vowel

**END** sound in **STING** is / ng / blend

- Listen, / ng / ('nng' sound)

Say **STING** as THREE SOUNDS - /st/ i/ng/

MAKES **STING** - short vowel /i/

### PAST TENSE

**FIRST** sound in **STUNG** is / st /

**MIDDLE** sound in **STUNG** is / u / short vowel

**END** sound in **STUNG** is / ng / blend

- Listen, / ng / ('nng' sound)

Say **STUNG** as THREE SOUNDS - /st/u/ng/

MAKES **STUNG** - short vowel /u/

Continue for **SING + SUNG, CLING + CLUNG, FLING + FLUNG**

## 'SILENT E'

### Note to Parents/Teachers

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

**FIRST** sound in **HOPE** is / h / "huh"

**MIDDLE** sound in **HOPE** is / o /

- The vowel /o / is converted to LONG vowel by the 'silent e' - "oh" sound

**END** sound in **HOPE** is / p / "puh"

Say **HOPE** as THREE SOUNDS - /h/oh/p/

**FIRST** sound in **HOLE** is / h / "huh"

**MIDDLE** sound in **HOLE** is / o /

- The vowel /o / is converted to LONG vowel by the 'silent e' - "oh" sound

**END** sound in **HOLE** is / l / "ll"

Say **HOLE** as THREE SOUNDS - /h/oh/l/

## 'SILENT GH'

**Note to Parents/Teachers:** When a word has a 'GH' combination (either in the middle or end) then the /gh/ sound is silent

- "igh" combination creates a long vowel /i/ with "eye" sound

**FIRST** sound in **SLIGHT** is /sl/ "sl" sound

**MIDDLE** sound in **SLIGHT** is /i/

- The vowel /i/ is converted to LONG vowel "eye" by the silent 'gh'
- Listen, /i/ long vowel "eye"

**END** sound in **SLIGHT** is /t/ "tuh"

Say **SLIGHT** as THREE SOUNDS - /sl/eye/t/

- "igh" combination creates a long vowel /i/ with "eye" sound

**FIRST** sound in **FLIGHT** is /fl/ "fl" sound

**MIDDLE** sound in **FLIGHT** is /i/

- The vowel /i/ is converted to LONG vowel "eye" by the silent 'gh'
- Listen, /i/ long vowel "eye"

**END** sound in **FLIGHT** is /t/ "tuh"

Say **FLIGHT** as THREE SOUNDS - /fl/eye/t/

- "igh" combination creates a long vowel /i/ with "eye" sound

## VOWEL BLENDS

Say the word **REED** as three sounds

**r + ee + d**

- The /ee/ blend forces the sound to a /e/ long vowel
- **REED** is sounded as 3 sounds

/r/ee/d/

Say the word **WEED** as three sounds

**w + ee + d**

- The /ee/ blend forces the sound to a /e/ long vowel
- **WEED** is sounded as 3 sounds

/w/ee/d/

## 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 **EYE**, and sound it out IN THE WAY DESCRIBED.

Ask your child to arrange the letters to create the word

Continue for words

- **BYE**
- **CRY, FLY, TRY, SIGH, HIGH**

## SIGHT WORDS

### some

The word "SOME" is a sight word; the "silent e" suggests it would sound as a **LONG VOWEL /o/** BUT IT IS SOUNDED as "sum" – short /u/ sound as in "pup"

**come , comes, were, here, said, they what, once, was, one, two, the**

## HOMOPHONES

Say the word **NOT**

"used to define negative" (not raining)

- **FIRST** sound is /n/
- **MIDDLE** sound is a short vowel /o/
- **END** sound /t/

Say **NOT** as 3 sounds - /n/o/t/

Say the word **KNOT**

"when you tie rope together"

- **FIRST** sound is /kn/ with a silent /k/ making a /n/ sound
- **MIDDLE** sound is a short vowel /o/
- **END** sound /t/

Say **KNOT** as 3 sounds - /n/o/t/

Say the word **CORD**

"a length of rope"

- **FIRST** sound is /k/
- **MIDDLE** sound is a long vowel influenced by /r/ to make /or/
- **END** sound /d/

Say **CORD** as 3 sounds - /c/or/d/

Say the word **CHORD**

"a musical sound"

- **FIRST** sound is /ch/ with a silent /h/ making a /k/ sound
- **MIDDLE** sound is a long vowel influenced by /r/ to make /or/
- **END** sound /d/

Say **CHORD** as 3 sounds - /c/or/d/

## SYLLABLES and TENSE

SYLLABLES	
<p>SAY the word <b>TOWER</b> and lay it out with your letter cards</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p style="text-align: center;"><b>Tow-er</b></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 <b>FLOWER</b> and lay it out with your letter cards</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p style="text-align: center;"><b>Flow-er</b></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; <b>POWER (POW-ER), SHOWER (SHOW-ER)</b></p>	

PAST TENSE	PRESENT TENSE
<p>SAY the word <b>HELP</b> and lay it out with your letter cards</p> <p>Say the word <b>HELP-ED</b></p> <p>HELPED is a single syllable because the /e/ in "ED" is not stressed – "Help'd"</p> <p>Add the extra "ED" to the word</p> <p>Indicate that the "ed" make the word into a <b>PAST TENSE</b></p> <p>"he <b>helped</b> push the car"</p>	<p>SAY the word <b>HELP</b> and lay it out with your letter cards</p> <p>Say the word <b>HELP-ING</b></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 <b>PRESENT TENSE</b></p> <p>"he is <b>helping</b> push the car"</p>

## FUTURE, PRESENT AND PAST TENSE

### FUTURE, PAST, PRESENT

The words “go”, “come”, “went”, “gone” tell about TIME and PLACE – from YOUR perspective

#### Future Tense

- “He will **GO** to the beach” – to a place distant to you.
- “He will **COME** to the beach – to a place where you are.

#### Present Tense

- “He is **GOING** to the beach.” – to a place distant to you.
- “He is **COMING** to the beach.” – to a place where you are.

#### Present Tense

- “He has **GONE** to the beach.” – to a place distant to you.
- “He has **COME** to the beach.” – to a place where you are.

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

- Buzz, buzz went the fly. (Buzz, buzz **comes** the fly.)
- Then the fly flew in my eye. (**Now**, the fly **is flying** in my eye.)
- Buzz, buzz went the bee. (Buzz, buzz **will go** the bee.)
- Then the bee stung me on the knee. (**Now** the bee **is stinging** me on the knee.)

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

- Buzz, buzz went the fly. (Buzz, buzz **will go** the fly.)
- Then the fly flew in my eye. (**Now**, the fly **will fly** in my eye.)
- Buzz, buzz went the bee. (Buzz, buzz **will go** the bee.)
- Then the bee stung me on the knee. (**Now** the bee **will sting** me on the knee.)

### VERBS

Read the following sentences, and ask your child to identify the “action words” in the sentence and ask whether it is future, present or past tense

#### VERB – “looked”

- He **will look** for the fly
- He **is looking** for the fly
- He **looked** for the fly

#### VERB – “showed”

- He **will show** me the fly
- He **is showing** me the fly
- He **showed** me the fly
- Or, he **has shown** me the fly



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## Book 24 Worksheets

**The Fly and the Bee** -/ew/ and /ee/ sound, /kn/ 'silent k'

Sound each letter - joined letters are a single sound.	Then blend, stressing the vowel.	Then say as a blended whole word	
b ee	b-ee	bee	
s ee	s-ee	see	
kn ee	kn-ee	knee	
h ur t	h-ur-t	hurt	
m u ch	m-u-ch	much	
fl ew	fl-ew	flew	
st u ng	st-u-ng	stung	
<b>Sight words</b>			
want	come	comes	some
where	were	was	said



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## Silent Letters

Parent says the words (**see, cry, knee, hurt, much, stung**) and sounds each one out and asks the child to fill in the missing letter.

**Remember, the 'k' in 'knee' is silent**

se _	c _ y	kne _
h _ rt	m _ ch	stu _ g

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**see, cry, knee, hurt, much, stung**)

ese	___	rcy	___
neke	_____	uthr	_____
hcmu	_____	tnugs	_____

Read the sentence, and ask your child to write the words in correct order below (**Then the bee stung me on the knee.**)

me the Then stung bee knee. on the

\_\_\_\_\_



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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

Cry, fly, flew, fry, bee, buzz, stung, me, knee,  
I, want, much, so, swat, bye-bye, went,  
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.

sting, stinging, stung

The bee \_\_\_\_\_ me on the knee.

The bee is \_\_\_\_\_ me on the knee.

The bee will \_\_\_\_\_ me on the knee.



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## Extra Words

“ew” sound – creates long vowel /u/ - the “oo” sound

Sound each letter separately	Then blend, stressing the vowel.	Then say as a blended whole word
kn ew	kn-ew	knew
fl ew	fl-ew	flew
st ew	st-ew	stew
ch ew	ch-ew	chew
gr ew	gr-ew	grew

## Extra Words

Past and Present tense – explain how these are used in sentences

fl y	fly-ing	fl ew
gr ow	grow-ing	gr ew
kn ow	know-ing	kn ew
dr aw	draw-ing	dr ew



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## Revision - Two Syllable Words

These simple 2-syllable words can be easily decoded - help your child to find the syllable break point and "Sound out" each syllable

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
bar ker	bar-ker	barker
car pet	car-pet	carpet
bar rel	bar-rel	barrel
col lar	col-lar	collar
mar ker	mar-ker	marker



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## 2 Syllable Words

Remember – when a syllable breaks on a vowel, the vowel is LONG  
Away, amen, apart, adult all have a Long Vowel /a/

a way

a-way

away

a men

a-men

amen

a part

a-part

apart

a dult

a-dult

adult

al so

al-so

also

al low

al-low

allow

an gry

an-gry

angry

an gel

an-gel

angel

ar my

ar-my

army



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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.

**son, sun, sum, some, new, knew, too, two, dear, deer**

<p>nos</p> <p>I am my father's son</p>	<p>— — —</p>	<p>usn</p> <p>the sun rose this morning</p>	<p>— — —</p>
<p>mus</p> <p>add 1 + 1 to make a sum</p>	<p>— — —</p>	<p>esmo</p> <p>can I have some lunch!</p>	<p>— — — —</p>
<p>wne</p> <p>I have a new friend</p>	<p>— — —</p>	<p>kwen</p> <p>I knew it was lunch time</p>	<p>— — — —</p>
<p>oto</p> <p>I had too much lunch</p>	<p>— — —</p>	<p>wot</p> <p>1 + 1 makes two</p>	<p>— — —</p>
<p>eard</p> <p>my Granma is a dear old lady</p>	<p>— — — —</p>	<p>eedr</p> <p>a deer has antlers</p>	<p>— — — —</p>



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## I Love Everyone.

I love my Mummy, I love  
Daddy too, I take it in turns  
to love everyone that is true.

Mummy is so kind, and  
Daddy is so good, they do  
everything they can and  
everything they should.

I love tickling my dog and  
brushing my cat, I love singing to my bird and playing with my rat.

I love all my girlfriends and even some boys, when we play in the dirt  
with all their truck toys.

When I'm with my girlfriends, the time goes so fast, a whole day of  
fun just simply flies past.

We talk and we gossip and carry on about school, and the days we  
all spend swimming in the pool.

But I love coming home and seeing Mum and Dad, they make me  
feel like the best girl they've ever had.

We sit down after dinner and watch a movie, I love The Little  
Mermaid and The Painted Pony.

And when I get tired, I love going to bed, and thinking of all the good  
times in my head.

And even in my dreams, I love everyone too, because they all love  
me and that's the best we can do.



cry cry cry cry

cry cry cry cry

cry cry cry cry

fry fry fry fry

fry fry fry fry

fry fry fry fry

fly fly fly fly

fly fly fly fly

fly fly fly fly

eye eye eye eye

eye eye eye eye

eye eye eye eye

bye-bye bye-bye bye-bye

bye-bye bye-bye bye-bye

bye-bye bye-bye bye-bye

Buzz, buzz went the

Buzz, buzz went the

Buzz, buzz went the

fly. Then the fly flew

fly. Then the fly flew

fly. Then the fly flew

in my eye. Buzz, buzz

in my eye. Buzz, buzz

in my eye. Buzz, buzz

went the bee.

went the bee.

went the bee.

I want so much to fry  
that fly.

Swat! Bye-bye bee.

Swat! Bye-bye fly.

I want so much to fry

that fly.

Swat! Bye-bye bee.

Swat! Bye-bye fly.

I want so much to fry

that fly.

Swat! Bye-bye bee.

Swat! Bye-bye fly.

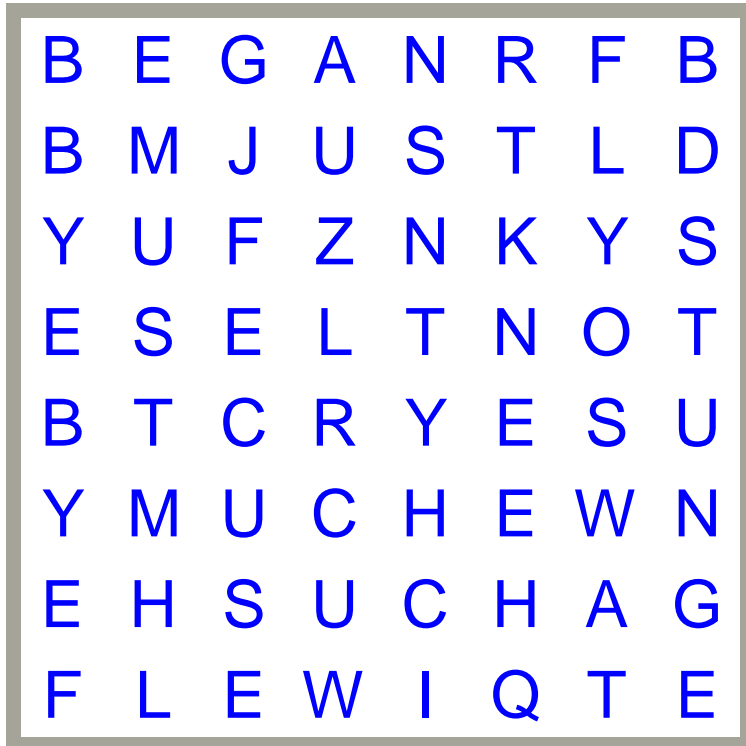


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Puzzles

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## Book 24 Puzzle – Style 1



### Words used

BEGAN  
BYE-BYE  
CRY  
FLEW  
FLY  
FLY  
HURT  
JUST  
KNEE  
MUCH  
MUST  
STUNG  
SUCH  
SWAT

## Book 24 Puzzle – style 2



### Words used

BEGAN  
BYE-BYE  
CRY  
FLEW  
FLY  
FLY  
HURT  
JUST  
KNEE  
MUCH  
MUST  
STUNG  
SUCH  
SWAT

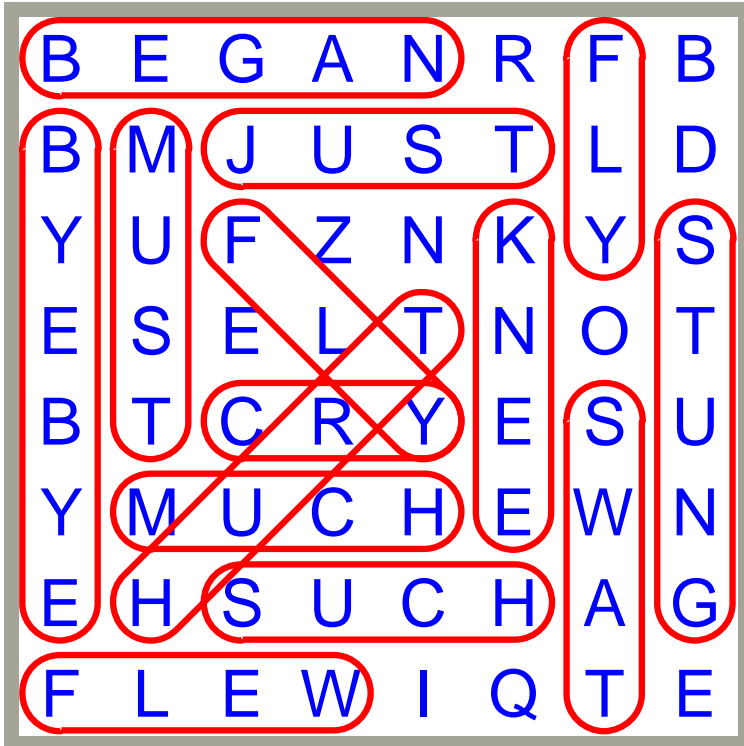


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Puzzles

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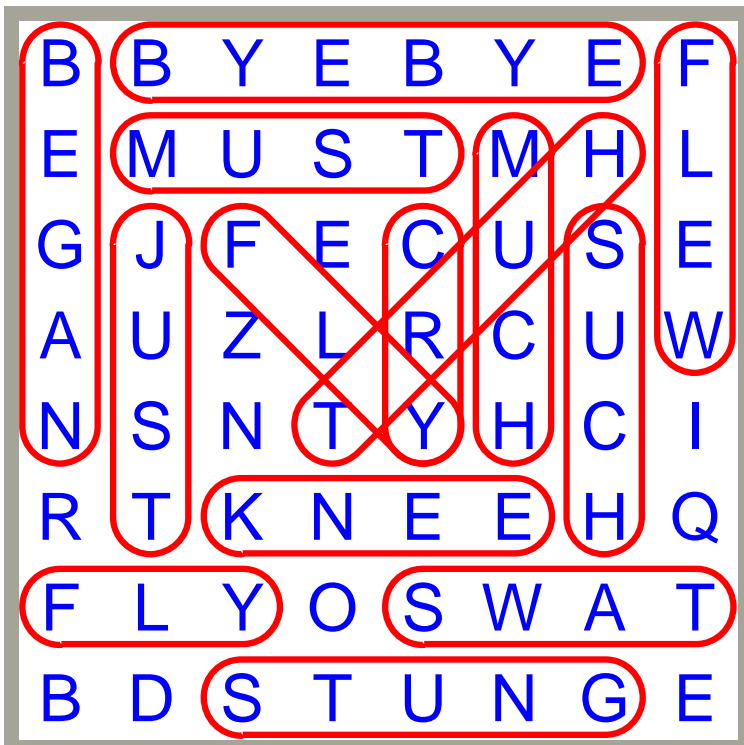
## Book 24 Puzzle – Style 1 Solution



### Words used

BEGAN  
 BYE-BYE  
 CRY  
 FLEW  
 FLY  
 FLY  
 HURT  
 JUST  
 KNEE  
 MUCH  
 MUST  
 STUNG  
 SUCH  
 SWAT

## Book 24 Puzzle – Style 2 Solution



### Words used

BEGAN  
 BYE-BYE  
 CRY  
 FLEW  
 FLY  
 FLY  
 HURT  
 JUST  
 KNEE  
 MUCH  
 MUST  
 MUST  
 STUNG  
 SUCH  
 SWAT