



Fantastic Phonics

Book 9 - The Tin Bin

PHONEMIC AWARENESS (Identifying sounds in language)

- focus on short vowel sound / i /
- New Sight Words

Say to your child	Together
<p>The FIRST sound in TIN is / t /</p> <p>Listen, / t / (kuh), short and sharp</p>	<ul style="list-style-type: none"> • The first sound of TIN is ... • (say together) / t / "tuh" • Now the child repeats for you to hear/check.
<p>The MIDDLE sound in TIN is / i /</p> <p>Listen, / i / (short vowel)</p>	<ul style="list-style-type: none"> • The middle sound of TIN is ... • (say together) / i / "i" short vowel • Now the child repeats for you to hear/check.
<p>The END sound in TIN is / n / (nn)</p> <p>Listen, / n /</p>	<ul style="list-style-type: none"> • The end sound of TIN is ... • (say together) / n / "nn" • Now the child repeats for you to hear/check.
<p>Let's blend the sounds together.</p> <p>/ t / i / n / makes "t-i-n"</p> <p>And the word is TIN</p>	<ul style="list-style-type: none"> • Now let's blend the sounds together. • / t / i / n / makes "t-i-n" • And the word is TIN
<p>Repeat for additional words - tin, bin, win, six, mix, fix, din, fin, pin, ten</p>	

Sight Words

one, two, the

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

Explain that **ONE** is sounded like 'won' (/ w / u / n /)

Explain that **TWO** is sounded like 'too' (/ t / oo /)

and, is, on, at, of

CONSONANT BLENDS

“when two letters create a single sound” – focus on /th/r/ee/ (three)

Blend two letters to a single sound	Together
<p>Say the word THREE</p> <p>Show that the first sound is a blend of /t+/h/ to make a continuous sound of /th/</p> <p>Demonstrate with letter cards</p> <p>Say THREE as 3 sounds /th / r / ee /</p>	<p>Together ...</p> <p>When the sounds /t/ and /h/ are together, they make a single sound which sounds like both</p> <p>/t/h/ = /th/ and makes the sounds / th / r / ee /</p> <p>Makes the word THREE</p>
<p>Say the word SLID</p> <p>Show that the first sound is a blend of /s+/l/ to make a continuous sound of /sl/</p> <p>Demonstrate with letter cards</p> <p>Then say SLID as 3 sounds /sl / i / d /</p>	<p>Together ...</p> <p>When the sounds /s/ and /l/ are together, they make a single sound which sounds like both</p> <p>/s/ + /l/ = /sl/ and the word sounds like / sl / i / d /</p> <p>Makes the word SLID</p>
<p>Say the word HILL</p> <p>Show that the LAST sound is a blend of /l+/l/ to make a continuous sound of /l /</p> <p>Demonstrate with letter cards</p> <p>Then say HILL as 3 sounds /h / i / l /</p>	<p>Together ...</p> <p>When the sounds /l/ and /l/ are together, they make a single sound which sounds like both</p> <p>/l/ + /l/ = /ll/ and the word sounds like /h / i / ll /</p> <p>Makes the word HILL</p>
<p>Now demonstrate again with SLED and SLIP and WILL and SPILL</p>	

PHONOLOGICAL AWARENESS (linking Sounds with Letters)

Linking letters and sounds	Together
Hold up the lowercase letter “ t “ Say “this letter is called “t” (‘tee’) and the sound it makes is / t / (“tuh” – short & sharp)	Together ... The letter is “ t ” and the sound is / t / (tuh) As in TIN
Additional words tin, bin, win, six, mix, fix, din, fin, pin, ten	

Identifying sounds in Words
Form the word ‘ tin ’ using lowercase cards. Point to each letter and make the phonic sounds; /t/ - / i / - /n/ Remove the letter ‘t’ and ask, “what sound have I removed” Child should respond / t / (sound) Ask, “what sounds are left – point to the letters and make the sounds” Child should point and respond, / i / + / n / Ask, “what sounds does / i / + / n / make together” Child should point and respond / i/ n / Then put the letter back into position and ask, “what does the letters make now” Child should point to each letter, say each sound, and finish with TIN Repeat by removing the END letter.
With your letter cards, work through the additional words tin, bin, win, six, mix, fix, din, fin, pin, ten

Rhyme	Rhyme Detection
1	<p>Read the following words and ask the child to tell you the words that DO rhyme with TIN (e.g, the 'in' sound)</p> <p>tin, mix, bin, fix, win, six, din, ten, fin, pin</p>
2	<p>Read the list again and ask the child which words DO NOT rhyme with TIN</p>
3	<p>Say the word TIN and ask the child to suggest two words that rhyme</p>
4	<p>Select the letters t, b, w, s, m, f, d, p, i, n, e, t from your cards</p> <p>Ask the child to use the letter cards to form the words ...</p> <p>tin, bin, win, six, mix, fix, din, fin, pin, ten</p>

Re-Arrange Letters
<p>Choose the letters t, i, n from your letter cards and arrange them so they DON'T form a word</p> <p>Say the word TIN, and sound it out /t/i/n/</p> <p>Ask your child to arrange the letters to create the word</p>
<p>Continue for words tin, bin, win, six, fix, fin, pin, one, two</p>

SYLLABLES

If YOU need assistance working out syllables. We encourage you to use a website to learn the segments.

<https://www.howmanysyllables.com/>

RULES ABOUT SYLLABLES

- Each syllable **MUST** have a vowel
- A syllable can be just a **SINGLE VOWEL** (a-bout, e-qual, cre-a-tion)
- When a syllable ends on the vowel, the vowel sound is **LONG**
 - E.g. 'to-day', 'do-nate', "mu-sic"
- When a syllable ends on a consonant, the vowel sound is **SHORT**
 - "ov-en", "un-der", "sev-en"

Syllables	Together
Say the word "sev-en" Stress the separate syllables by clapping your hands (with each syllable). Explain a 'seven' is a number	Together ... Say "sev-en" while clapping your hands Say it slowly so the child can hear clearly, then repeat faster and faster till they merge.
Using your letter cards, spell 'sev' and "en" but leave them slightly separate.	Point to each syllable, say "sev" and "en" <ul style="list-style-type: none">• Move them together and say "sev-en"• Then finish with "SEVEN"
With your letter cards, work through the additional words (Notice that each syllable contains a vowel) Oven (ov-en), also (al-so), even (ev-en), after (af-ter) Continue to find 2 syllable words in your everyday speech, and say them to your child, stressing the vowels. Then ask your child to repeat them, also stressing the vowels (ie, copying you) and tell you how many 'segments'. Rainstorm, painful, doorway, raindrop, rooftop, Grandma, Papa, brother, sister, mother, father This exercise is vital for expanding your child's vocabulary. More examples are in the worksheets	



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Book 9 Worksheets

The Tin Bin- sound is short vowel / i /

Read the Phonemic awareness guide so you can explain.

Sound each letter separately	Then blend, stressing the vowel.	Then say as a blended whole word
t i n	t-i-n	tin
b i n	b-i-n	bin
w i n	w-i-n	win
b i g	b-i-g	big
h i t	h-i-t	hit
s i x	s-i-x	six
b i g	b-i-g	big

Sight words

The one two on off of



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Parent says the words (**tin**, **bin**, **win**, **big**, **hit**, **six**) and sounds each one out and asks the child to fill in the missing letter.

t _ n

bi _

_ in

b _ g

hi _

_ ix

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**tin**, **big**, **six**, **win**)

nti

_ _ _

gib

_ _ _

xsi

_ _ _

niw

_ _ _

Read the sentence, and ask your child to write the words in correct order below
(**Hit the bin six to win.**)

to the Hit six win. bin

_ _ _ _ _



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EXTRA WORDS

POINT to each letter and "SOUND" them separately	Then blend, stressing the vowel.	Then say as a blended whole word
fin	f-i-n	fin
pin	p-i-n	pin
din	d-i-n	din
bin	b-i-n	bin
dim	d-i-m	dim
him	h-i-m	him
rim	r-i-m-	rim
slim	s-l-i-m	slim



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EXTRA WORDS

POINT to each letter and "SOUND" them separately	Then blend, stressing the vowel.	Then say as a blended whole word
h i t	h-i-t	hit
f i t	f-i-t	fit
b i t	b-i-t	bit
s i t	s-i-t	sit
s l i t	s-l-i-t	slit
s l i p	s-l-i-p	slip
s h i p	s-h-i-p	ship
s h i n	s-h-i-n	shin



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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: 'his has hit bin three.' - "He hit bin two to win.")

Six, tin, bin, hit, win, one, two, three,
he, has, is, to had, on, the, a, and

Sentence 1

Sentence 2

What word does not rhyme

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

tin, bin, fin, din, dim

six, fix, mix, fox, nix

slim, bin, tin, din, fin



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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)

tin win hit six one has hit

Hit the ___ bin and ___!

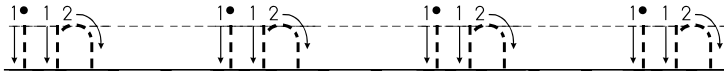
___ the bin “___” to win.

___, two, three, four, five, six...

He ___ hit the tin bin!

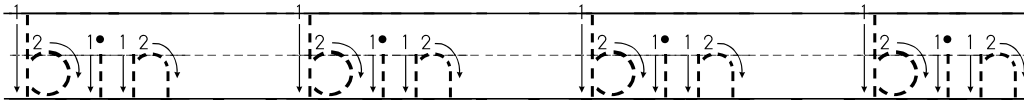
He has ___ the tin bin “six” to win.

in in in in



in in in in

bin bin bin bin



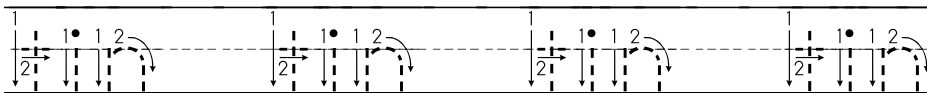
bin bin bin bin

win win win win



win win win win

tin tin tin tin



tin tin tin tin

A big tin bin.

A big tin bin.

A big tin bin.

Hit the tin bin and win!

Hit the tin bin and win!

Hit the tin bin and win!

One, two, three, four,

One, two, three, four,

One, two, three, four,

five, six.

five, six.

five, six.



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Puzzles

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Book 08 Puzzle – style 1

B	X	B	H	S	K	I	D
C	T	H	I	L	B	I	G
K	O	I	T	I	L	I	D
B	F	L	U	D	W	Q	L
L	S	L	P	D	I	F	D
J	R	H	I	N	I	N	A
T	H	E	G	J	A	G	Q
A	S	L	I	P	S	A	T

Words used

KID
LID
PIG
DIG
SAT
AND
THE
SLID
SLIP
HIT
BIG
HILL

Book 08 Puzzle – style 2

B	C	K	B	L	J	T	A
X	T	O	F	S	R	H	S
B	H	I	L	L	H	E	L
H	I	T	U	P	I	G	I
S	L	I	D	D	N	J	P
K	B	L	W	I	I	A	S
I	I	I	Q	F	N	G	A
D	G	D	L	D	A	Q	T

Words used

KID
LID
PIG
DIG
SAT
AND
THE
SLID
SLIP
HIT
BIG
HILL

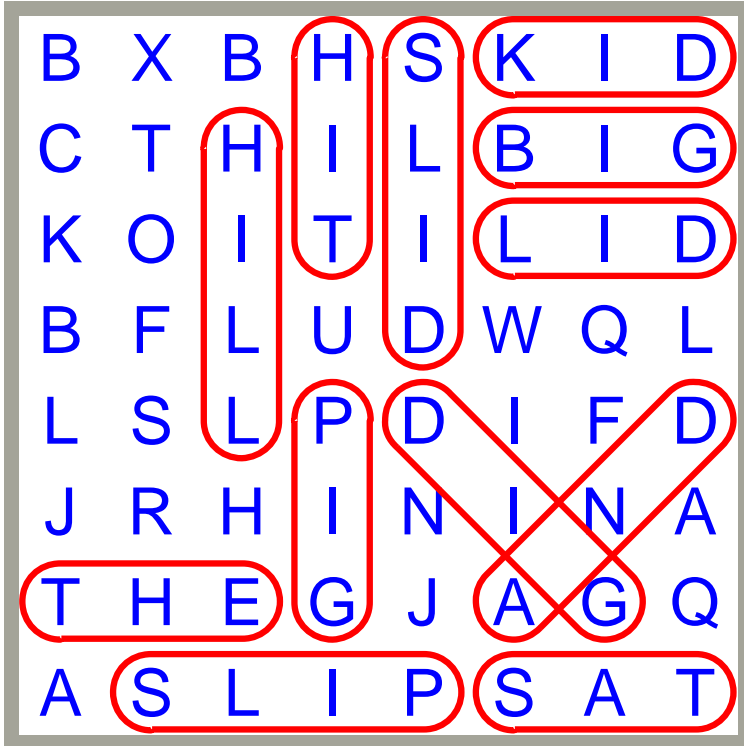


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Puzzles

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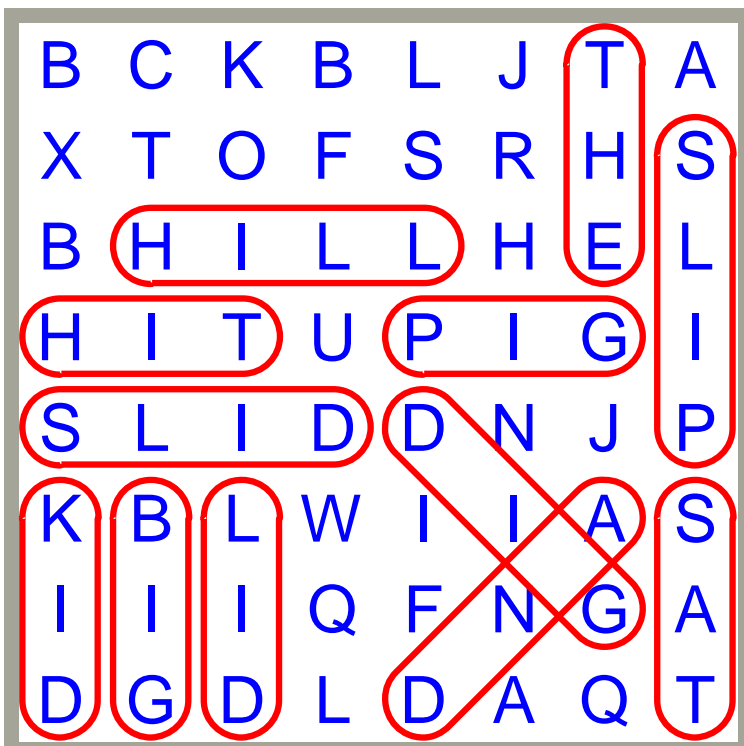
Book 08 Puzzle – Style 1 Solution



Words used

KID
LID
PIG
DIG
SAT
AND
THE
SLID
SLIP
HIT
BIG
HILL

Book 08 Puzzle – Style 2 Solution



Words used

KID
LID
PIG
DIG
SAT
AND
THE
SLID
SLIP
HIT
BIG
HILL



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Puzzles

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