



Fantastic Phonics

Book 28 – A Fish to Cook

PHONOLOGICAL AWARENESS

- focus on long vowel ‘ook’ RIME – look, took, shook, brook
- introduction of “ew” RIME – threw, knew, crew, grew, drew, few
- Similarities with “ew” RIME – ‘ue’ as in true, “oo” as in too

‘ook’ Long Vowel Sound	
The “oo” vowel blend gives a sound of “ooh”	
<p>FIRST sound in LOOK is / l / “luh” sound</p> <p>MIDDLE sound in LOOK is / oo /</p> <ul style="list-style-type: none"> • long vowel sound “ooh” <p>END sound in LOOK is / k / “kuh”</p> <p>Sound LOOK as three sounds, /l/oo/k/</p>	<p>FIRST sound in TOOK is / t / “tuh”</p> <p>MIDDLE sound in TOOK is / oo /</p> <ul style="list-style-type: none"> • long vowel sound “ooh” <p>END sound in TOOK is / k / “kuh”</p> <p>Sound TOOK as three sounds, /t/oo/k/</p>
Continue to demonstrate with extra words - hook, cook, book	

‘ook’ Long Vowel Sound	
The “oo” vowel blend gives a sound of “ooh”	
<p>FIRST sound in SHOOK is / sh / “sh” sound</p> <p>MIDDLE sound in SHOOK is / oo /</p> <ul style="list-style-type: none"> • long vowel sound “ooh” <p>END sound in SHOOK is / k / “kuh”</p> <p>Sound SHOOK as three sounds, /sh/oo/k/</p>	<p>FIRST sound in BROOK is / br / “br”</p> <p>MIDDLE sound in BROOK is / oo /</p> <ul style="list-style-type: none"> • long vowel sound “ooh” <p>END sound in BROOK is / k / “kuh”</p> <p>Sound BROOK as three sounds, /br/oo/k/</p>
Continue to demonstrate with extra words – crook, chook,	

“ew” - Long Vowel Sound - sounds like “oo”

A /ew/ blend changes from a short /e/ to a long “ooh” sound

FIRST sound in **THREW** is / th / “th” sound
SECOND sound in **THREW** is / r / consonant,
END sound in **THREW** is / ew /

- the ‘w’ changes the short vowel /e/ into a long “ooh” sound

Sound **THREW** as three sounds, /th/r/ew/

FIRST sound in **CREW** is / k / “kuh” sound
SECOND sound in **CREW** is / r / consonant,
END sound in **CREW** is / ew /

- the ‘w’ changes the short vowel /e/ into a long “ooh” sound

Sound **THREW** as three sounds, /c/r/ew/

Continue with extra words - **SCREW, KNEW (silent k), STEW, FEW, FLEW, DREW**

“ue” - Long Vowel Sound - sounds like “oo”

**A /ue/ blend changes a short /u/ to a long vowel /u/ sound “ooh”
 THE “e” is silent and forces the /u/ to a long vowel**

FIRST sound in **TRUE** is / t / “tuh” sound
SECOND sound in **TRUE** is / r / “rr” sound,
END sound in **TRUE** is / ue / ‘oo’ sound

- the ‘silent e’ changes the short vowel /u/ into a long vowel “oo” sound
- Listen, / oo /

Sound **TRUE** as three sounds, /t/r/oo/

FIRST sound in **BLUE** is / b / “buh” sound
SECOND sound in **BLUE** is / l / “ll” sound
END sound in **BLUE** is / ue / ‘oo’ sound

- the ‘silent e’ changes the short vowel /u/ into a long vowel “oo” sound
- Listen, / oo /

Sound **BLUE** as three sounds, /b/l/oo/

Continue with extra words – **CLUE, FLUE, GLUE, ARGUE**

ONSET and RIME

‘Silent e’ after an “ar” blend makes a “air” sound.

Say the word **SPARE**

- FIRST** sound is /sp/
- MIDDLE** sound is a vowel blend /a_e/ with an /r/ sound at end
- Causing vowel to have “air” sound
- END** sound /r/

Say **SPARE** as 3 sounds - /sp/a_e/r

Say the word **SCARE**

- FIRST** sound is /sc/
- MIDDLE** sound is long vowel ‘silent e’ ... /a_e/ with an /r/ sound at end
- Causing vowel to have “air” sound
- END** sound /r/

Say **FARE** as **FOUR** sounds - /sc/a_e/r/

APOSTROPHE

Apostrophe – a single comma above the text (‘)

There are **TWO** uses of apostrophe

- When we reduce two words to one
- When we indicate possession

Reduce two words to one

The main examples are below

I am	I'm	Is not	Isn't
I will	I'll	Can not	Can't
He is	He's	Will not	Won't
He will	He'll	Would not	Wouldn't
She is	She's	Should not	Shouldn't
She will	She'll	Could not	Couldn't

When we indicate possession

ONLY an “noun” can “possess” – a person, or object or concept

- When we wish to make clear that “John owns the car”, we can say, “John’s car”
- When we group two people, “John and Mary own the car”, we can say “John and Mary’s car”
- When we group many people, “the villagers own the car”, we insert the apostrophe after the plural ‘s’, as in “the villagers’ car”

ONSET AND RIME

With the **Onset and Rime** approach, children find it easier to decode when they look for and recognise the end-rhyming sounds found in all syllables

SHOOK

ONSET sound in **SHOOK** is /sh/

RIME sound in **SHOOK** is “ook”

Sh-ook is **SHOOK**

SCARE

ONSET sound in **SCARE** is “sc”

RIME sound in **SCARE** is “are” (“air” sound)

Sc-are is **SCARE**

BROOK

ONSET sound in **BROOK** is “br”

RIME sound in **BROOK** is “ook”

Br-ook is **BROOK**

STARE

ONSET sound in **STARE** is “st”

RIME sound in **STARE** is “are” (“air” sound)

St-are is **STARE**

RE-ARRANGE LETTERS

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

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

Ask your child to arrange the letters to create the word

Continue for words - **SHOOK, BOOK, HOOK**

SIGHT WORDS

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

SYLLABLES and TENSE

SYLLABLES

SAY the word **THROW** and lay it out with your letter cards

Stress the separate syllables by clapping your hands (with each syllable).

THROW-ING

Ask your child to say each syllable separately. If necessary, ask them to voice each sound in the syllable(s).

Then move the cards together and ask your child to say both syllables as one word.

THREW

Is the PAST TENSE of THROW

Demonstrate to your child by changing

THROW to THREW

"The boy threw the stick"

"has THROWN" is a past tense alternative

"The boy **has thrown** the stick"

SAY the word **BLOW** and lay it out with your letter cards

Stress the separate syllables by clapping your hands (with each syllable).

BLOW-ING

Ask your child to say each syllable separately. If necessary, ask them to voice each sound in the syllable(s).

Then move the cards together and ask your child to say both syllables as one word.

BLEW

Is the PAST TENSE of BLOW

Demonstrate to your child by changing

BLOW to BLEW

"The wind blew the tree down"

"has BLOWN" is a past tense alternative

"The wind **has blown** the tree down"

JUMP, JUMPING, JUMPED	FISH, FISHING, FISHED
<p>SAY the word JUMP and lay it out with your letter cards</p> <p>Say the word JUMP-ING and JUMP-ED</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p>Add the extra “ING” to the word</p> <ul style="list-style-type: none"> Indicate that “JUMPING” makes the word into a PRESENT TENSE <p>Add the extra “ED” to the word</p> <ul style="list-style-type: none"> Indicate that the “JUMPED” makes the word into a PAST TENSE <p>“The fish will jump on the hook.”</p> <p>“The fish is jumping on the hook.”</p> <p>“The fish has jumped on the hook.”</p>	<p>SAY the word FISH and lay it out with your letter cards</p> <p>Say the word FISH-ING and FISH-ED</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p>Add the extra “ING” to the word</p> <ul style="list-style-type: none"> Indicate that “fishing” makes the word into a PRESENT TENSE <p>Add the extra “ED” to the word</p> <ul style="list-style-type: none"> Indicate that the “ed” makes the word into a PAST TENSE <p>“We will fish at the brook”</p> <p>“We are fishing at the brook”</p> <p>“We have fished at the brook”</p>

<p style="text-align: center;">Revise Homophones</p> <p style="text-align: center;">Words that sound the same but have different meanings.</p>		
<p style="text-align: center;">reed</p> <p>a thin, hollow water plant</p>	<p style="text-align: center;">read</p> <p>when you use a book</p>	
<p style="text-align: center;">need</p> <p>something essential</p>	<p style="text-align: center;">knead</p> <p>make bread</p>	
<p style="text-align: center;">been</p> <p>past tense “be”</p>	<p style="text-align: center;">bean</p> <p>a seed from a plant</p>	
<p style="text-align: center;">deer</p> <p>animal with antlers</p>	<p style="text-align: center;">dear</p> <p>something expensive</p>	
<p style="text-align: center;">cent</p> <p>money</p>	<p style="text-align: center;">sent</p> <p>past tense “send”</p>	<p style="text-align: center;">scent</p> <p>a pleasant smell</p>



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Book 28 Worksheets

A Fish to Cook -/oo/ long vowel, /ook/ rime, /ish/ rime

Sound each letter separately	Then blend, stressing the vowel.	Then say as a blended whole word	
c oo k	c oo k	cook	
h oo k	h oo k	hook	
t oo k	t oo k	took	
br oo k	br oo k	brook	
sh oo k	sh oo k	shook	
thr ew	thr ew	threw	
c a tch	c a tch	catch	
Sight words			
where	want	come	comes
one	were	was	said



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Missing Letters

Parent says the words (**cook, look, shook, threw, catch, bank**) and sounds each one out and asks the child to fill in the missing letter.

c__k

_ook

shoo_

thr__

c__ch

b__k

Ask your child to re-arrange the letters to form a word – help them by “saying and sounding” each word (**cook, look, shook, threw, catch, bank,**)

okco

ookl

kosho

wethr

tcahc

nabk

Read the sentence, and ask your child to write the words in correct order below (**We took a hook down to the brook.**)

hook We a to took brook. down 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

Took, hook, we, catch, fish, brook, threw, Dad, cook,
bank, jumped, up, shook, got, off, cook, back, for
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.

throw, throwing, thrown

I will _____ in a hook.

I am _____ in a hook.

I have _____ in a hook.



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Extra Words

Sound each letter/blend separately	Then blend, stressing the vowel.	Then say as a blended whole word
bl ew	bl ew	blew
kn ew	kn ew	knew
scr ew	scr ew	screw
thr ew	thr ew	threw
air crew	air crew	aircrew

Extra Words - when PAST TENSE ends in "EW"

sound each letter/blend separately	then blend, stressing the vowel.	then say as a blended whole word
draw	drawing	drew
blow	blowing	blew
know	knowing	knew
throw	throwing	threw
fly	flying	flew



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HOMOPHONES

SAY the word, then ask your child to read the small text and find the word, then write in the word.

reed, read, need, knead, been, bean, deer, dear, sent, scent

The reed grows in water	r__d	I can read a book	r__d
I need some lunch	n____	I will knead the flour	kn____
Where have you been?	b__n	The bean plant is growing	b__n
I saw a deer eating grass	d__r	My Granma is a dear old lady	d__r
I sent a letter in the post	s____	A rose has a strong scent	sc____

Advanced - 2 syllable training

These words are all 2 syllable with a simple first syllable and common "-ger" 2nd syllable

**When you read them, clap your hands to indicate the syllables.
COVER the 2nd syllable when you read the first, then reveal the 2nd
Ask your child to "sound out" the 1st syllable and add "ger"**

long	long-er	longer
long	long-est	longest
strong	strong-er	stronger
strong	strong-est	strongest



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These 2 and 3-syllable words can be easily decoded

Show your child how to find the break point between syllables by stressing the vowels

1. Sound each syllable separately	2. Then blend, stressing the vowels	3. Then say as a blended whole word
look out	look out	lookout
un hook	un hook	unhook
cook book	cook book	cookbook
book mark	book mark	bookmark
over look	over look	overlook
fish hook	fish hook	fishhook
cook top	cook top	cooktop
book worm	book worm	bookworm
hand book	hand book	handbook
on look er	on look er	onlooker
school book	school book	schoolbook
kook a bur ra	kook a bur ra	kookaburra



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1, 2 and 3 syllable words with "ank" rime

Work through these 2 and 3 syllable words – all syllables are decodable.
Help your child by reading the each syllable, then breaking it into syllables as you point, then letting your child copy.

t ank	t ank	tank
s ank	s ank	sank
dr ank	dr ank	drank
st ank	st ank	stank
th ank	th ank	thank
bl ank	bl ank	blank
shr ank	shr ank	shrank
sand bank	sand bank	sandbank
gang plank	gang plank	gangplank
em bank ment	em bank ment	embankment



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Life on a Fishing Boat.

I grew up on a lake, on a fishing boat, I can never remember a time when I wasn't afloat.

Mum and Dad always fished over the side, and they pulled up lots of fish in the afternoon tide.

We had mullet for breakfast and butterfish for lunch, and often an octopus was found in the bunch.

But every night, when we sat down for dinner, Mum cooked up a wonderful seafood winner!! We had crabs, we had mussels and a lobster too, we'd toss them all together and make a salty stew.

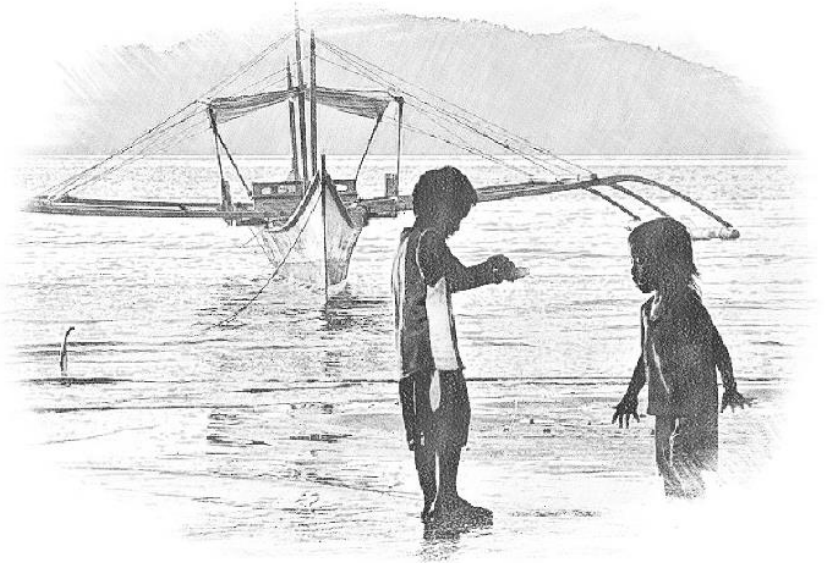
And on a summer's day, with the sky so blue, we'd paddle ashore in our little canoe. We paddled to the rocks, and past the caves, then we'd paddle to the beach and play in the waves.

Then we'd go to the caves to play and hide, but it was so black and scary we'd run screaming outside.

In the late afternoon, when the shadows hid the sun, we paddled back to the boat and told Mum our fun.

"Just be careful," she said with a smile, "Old Pete the Pirate lived in the caves for a while."

"So don't go in, you might never come out, Old Pete will catch you - and give you a knock-about."



hook hook hook hook

hook hook hook hook

hook hook hook hook

look look look look

look look look look

look look look look

cook cook cook cook

cook cook cook cook

cook cook cook cook

shook shook shook shook

shook shook shook shook

shook shook shook shook

brook brook brook brook

brook brook brook brook

brook brook brook brook

We took a hook down to

We took a hook down to

We took a hook down to

the brook, to catch a

the brook, to catch a

the brook, to catch a

fish that we can cook.

fish that we can cook.

fish that we can cook.

We got to the brook and

We got to the brook and

We got to the brook and

had a look.

had a look.

had a look.

Then the fish shook and
shook We got the fish off
the hook. Then we all
took it back for Dad
to cook.

Then the fish shook and
shook We got the fish off
the hook. Then we all
took it back for Dad
to cook.

Then the fish shook and
shook We got the fish off
the hook. Then we all
took it back for Dad
to cook.



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Puzzles

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Book 28 Puzzle – Style 1

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

Words used

BOOK
BROOK
CATCH
COOK
CROOK
FISH
HOOK
JUMPED
LOOK
ROOK
SHOOK
THREW
TOOK
WALKED

Book 28 Puzzle – style 2

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

Words used

BOOK
BROOK
CATCH
COOK
CROOK
FISH
HOOK
JUMPED
LOOK
ROOK
SHOOK
THREW
TOOK
WALKED

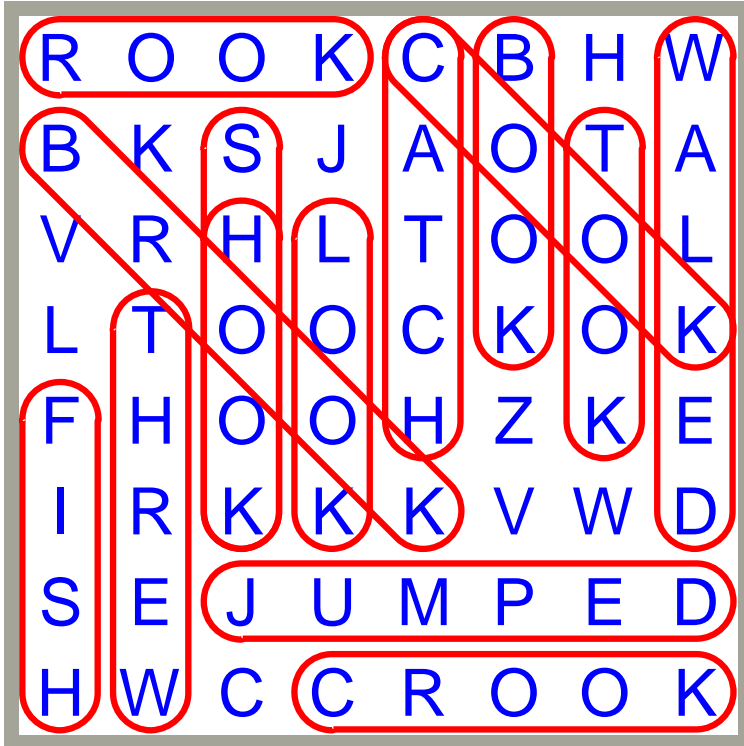


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Puzzles

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Book 28 Puzzle – Style 1 Solution



Words used

BOOK
BROOK
CATCH
COOK
CROOK
FISH
HOOK
JUMPED
LOOK
ROOK
SHOOK
THREW
TOOK
WALKED

Book 28 Puzzle – Style 2 Solution



Words used

BOOK
BROOK
CATCH
COOK
CROOK
FISH
HOOK
JUMPED
LOOK
ROOK
SHOOK
THREW
TOOK
WALKED