



Fantastic Phonics

Book 35 - Mole in the Hole

"O_E" Silent "e" - LONG vowel combination	
<p>MOLE</p> <p>FIRST sound in MOLE is / m / "mm" sound</p> <p>SECOND sound is / o_e / 'oh' long vowel</p> <ul style="list-style-type: none"> • 'Silent e' changes short to long vowel <p>THIRD sound is / l / 'll' sound</p> <p>Explain MOLE as /m/oh/l/</p> <p>Onset and Rime – M-OLE</p>	<p>HOLE</p> <p>FIRST sound in HOLE is / t / "huh" sound</p> <p>SECOND sound is / o_e / 'oh' long vowel</p> <ul style="list-style-type: none"> • 'Silent e' changes short to long vowel <p>THIRD sound is / l / 'll' sound</p> <p>Explain HOLE as /h/oh/l/</p> <p>Onset and Rime – H-OLE</p>
<p>WHOLE</p> <p>FIRST sound in WHOLE is / h / "huh" sound</p> <ul style="list-style-type: none"> • 'Silent W' not sounded <p>SECOND sound is / o_e / 'oh' long vowel</p> <ul style="list-style-type: none"> • 'Silent e' changes short to long vowel <p>THIRD sound is / l / 'll' sound</p> <p>Explain WHOLE as /wh/oh/l/</p> <p>Onset and Rime – WH-OLE</p>	<p>STOLE</p> <p>FIRST sound in STOLE is / st / "st" sound</p> <p>SECOND sound is / o_e / 'oh' long vowel</p> <ul style="list-style-type: none"> • 'Silent e' changes short to long vowel <p>THIRD sound is / l / 'll' sound</p> <p>Explain STOLE as /st/oh/l/</p> <p>Onset and Rime – ST-OLE</p>

TWO SYLLABLE WITH DOUBLE CONSONANT ENDING IN "ON"

BUTTON Two syllable word with double consonant <ul style="list-style-type: none">• Syllables BUT-TON• 1st syllable is SHORT – ends with consonant	COTTON Two syllable word with double consonant <ul style="list-style-type: none">• Syllables COT-TON• 1st syllable is SHORT – ends with consonant
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TWO SYLLABLE WITH DOUBLE CONSONANT ENDING IN "EN"

FATTEN Two syllable word with double consonant <ul style="list-style-type: none">• Syllables FAT-TEN• 1st syllable is SHORT – ends with consonant	FLATTEN Two syllable word with double consonant <ul style="list-style-type: none">• Syllables FLAT-TEN• 1st syllable is SHORT – ends with consonant
SODDEN Two syllable word with double consonant <ul style="list-style-type: none">• Syllables SOD-DEN• 1st syllable is SHORT – ends with consonant	ROTTEN Two syllable word with double consonant <ul style="list-style-type: none">• Syllables ROT-TEN• 1st syllable is SHORT – ends with consonant
SUDDEN Two syllable word with double consonant <ul style="list-style-type: none">• Syllables SUD-DEN• 1st syllable is SHORT – ends with consonant	FALLEN Two syllable word with double consonant <ul style="list-style-type: none">• Syllables FAL-LEN• 1st syllable is SHORT – ends with consonant
FORGIVEN THREE syllable word with double consonant <ul style="list-style-type: none">• Syllables FOR-GIV-EN• 1st syllable is LONG – ends with /or/ sound• 2nd syllable is SHORT – ends with consonant	FORGOTTEN THREE syllable word with double consonant <ul style="list-style-type: none">• Syllables FOR-GOT-TEN• 1st syllable is LONG – ends with /or/ sound• 2nd syllable is SHORT – ends with consonant

“ACK” Short Vowel Rime	
<p>SACK</p> <p>FIRST sound in SACK is / s / “ss” sound</p> <p>SECOND sound is / a / ‘a’ SHORT vowel sound</p> <p>THIRD sound is / k / ‘kuh’ sound</p> <p>Explain SACK as /s/a/ck/</p> <p>Onset and Rime – S-ACK</p>	<p>BACK</p> <p>FIRST sound in BACK is / b / “buh” sound</p> <p>SECOND sound is / a / ‘a’ SHORT vowel sound</p> <p>THIRD sound is / k / ‘kuh’ sound</p> <p>Explain BACK as /b/a/ck/</p> <p>Onset and Rime – B-ACK</p>
<p>BLACK</p> <p>FIRST sound in BLACK is / bl / “bluh” sound</p> <p>SECOND sound is / a / ‘a’ SHORT vowel sound</p> <p>THIRD sound is / k / ‘kuh’ sound</p> <p>Explain BLACK as /bl/a/ck/</p> <p>Onset and Rime – BL-ACK</p>	<p>CRACK</p> <p>FIRST sound in CRACK is / cr / “cruh” sound</p> <p>SECOND sound is / a / ‘a’ SHORT vowel sound</p> <p>THIRD sound is / k / ‘kuh’ sound</p> <p>Explain CRACK as /cr/a/ck/</p> <p>Onset and Rime – CR-ACK</p>
<p>WHACK</p> <p>FIRST sound in WHACK is / wh / “wh” sound</p> <p>SECOND sound is / a / ‘a’ SHORT vowel sound</p> <p>THIRD sound is / ck / ‘kuh’ sound</p> <p>Explain WHACK as /w/a/k/</p> <p>Onset and Rime – WH-ACK</p>	<p>THWACK</p> <p>FIRST sound in THWACK is / thw / “thw” sound</p> <p>SECOND sound is / a / ‘a’ SHORT vowel sound</p> <p>THIRD sound is / ck / ‘kuh’ sound</p> <p>Explain THWACK as /thw/a/k/</p> <p>Onset and Rime – THW-ACK</p>

“ACK” RIME – FORMS MANY MULTI-SYLLABLE WORDS	
<p>NICKNACK</p> <ul style="list-style-type: none"> • NICK-NACK 	<p>FEEDBACK</p> <ul style="list-style-type: none"> • FEED-BACK
<p>THUMB-TACK</p> <ul style="list-style-type: none"> • THUMB-TACK 	<p>COMEBACK</p> <ul style="list-style-type: none"> • COME-BACK
<p>BACKPACK</p> <ul style="list-style-type: none"> • BACK-PACK 	<p>FULLBACK</p> <ul style="list-style-type: none"> • FULL-BACK
<p>HAVERSACK</p> <ul style="list-style-type: none"> • HAV-ER-SACK 	<p>LUMBERJACK</p> <ul style="list-style-type: none"> • LUM-BER-JACK
<p>PAPERBACK</p> <ul style="list-style-type: none"> • PA-PER-BACK 	<p>PIGGYBACK</p> <ul style="list-style-type: none"> • PIG-GY-BACK

Future, Present and Past Tense	
<p>When referring to ‘<u>first person</u>’ – yourself – then the VERB of the Present and Past tense is ...</p> <p>Present tense – I AM ‘doing something’ Past tense – I HAVE ‘done something’</p>	<p>LOOK</p> <ul style="list-style-type: none"> • I will LOOK down the hole and will SEE a mole. • I am LOOKING down the hole and am SEEING a mole. • I have LOOKED down the hole and have SEEN a mole. <p>Also - I looked down the hole and saw a mole</p> <p>You can also say</p> <ul style="list-style-type: none"> • I’ll LOOK down the hole and I’ll SEE a mole. • I’m LOOKING down the hole and I’m SEEING a mole. • I’ve LOOKED down the hole and I’ve SEEN a mole.
<p>When using ‘<u>second person</u>’ – someone else – then the VERB of the Present and Past tense is ...</p> <p>Present tense – He IS ‘doing something’ Past tense – He HAS ‘done something’</p>	<p>PUT</p> <ul style="list-style-type: none"> • He will PUT my button in his sack. • He is PUTTING my button in his sack. • He has PUT my button in his sack. <p>Also - He PUT my button in his sack.</p> <ul style="list-style-type: none"> • He’ll PUT my button in his sack. (“He will”) • He’s PUTTING my button in his sack. (“He is”) • He’s PUT my button in his sack. (“He has”)

TWO Syllable Words that end in “AL”	
Highlight FIRST syllable is long vowel - because first syllable ends in vowel	
<p>MORAL</p> <ul style="list-style-type: none"> • Mo-ral 	<p>CORAL</p> <ul style="list-style-type: none"> • Co-ral
<p>LOCAL</p> <ul style="list-style-type: none"> • Lo-cal 	<p>VOCAL</p> <ul style="list-style-type: none"> • Vo-cal
<p>RURAL</p> <ul style="list-style-type: none"> • Ru-ral 	<p>MURAL</p> <ul style="list-style-type: none"> • Mu-ral
Extra Words; TRIBAL (TRI-BAL), PLURAL (PLU-RAL), BRIDAL (BRI-DAL), SPINAL (SPI-NAL)	

THREE Syllable Words that end in "AL"

Help your child recognise the syllables – a vowel can be just ONE letter

BURIAL <ul style="list-style-type: none"> Bu-ri-al 	ACTUAL <ul style="list-style-type: none"> Act-u-al
MANUAL <ul style="list-style-type: none"> Man-u-al 	ANNUAL <ul style="list-style-type: none"> An-nu-al
VISUAL <ul style="list-style-type: none"> Vis-u-al 	ANIMAL <ul style="list-style-type: none"> An-i-mal
USUAL <ul style="list-style-type: none"> Us-u-al 	UNUSUAL <ul style="list-style-type: none"> Un-us-u-al

Adding "ABLE" TO A WORD

When the word ends in a consonant , simply add "able"	When the word ends in a ' silent e ', drop the 'e' before adding 'able'
FIX <ul style="list-style-type: none"> FIX-ABLE --- > FIXABLE (3 syllables - fix-a-ble) 	LOVE <ul style="list-style-type: none"> LOVE-ABLE --- > LOVABLE (3 syllables - lov-a-ble)
MIX <ul style="list-style-type: none"> MIX-ABLE --- > MIXABLE (3 syllables - mix-a-ble) 	LOSE <ul style="list-style-type: none"> LOSE-ABLE --- > LOSABLE (3 syllables - los-a-ble)
EAT <ul style="list-style-type: none"> EAT-ABLE --- > EATABLE (3 syllables – eat-a-ble) 	SAVE <ul style="list-style-type: none"> SAVE-ABLE --- > SAVABLE (3 syllables - sav-a-ble)
WEAR <ul style="list-style-type: none"> WEAR-ABLE --- > WEARABLE (3 syllables – wear-a-ble) 	VALUE <ul style="list-style-type: none"> VALUE-ABLE --- > VALUABLE (4 syllables – val-u-a-ble)

Adding "FUL" TO A WORD

Means "filled with" as in "playful"

When you add "FUL" to a word with "silent e", **KEEP THE 'E'**

HARM <ul style="list-style-type: none">• HARM-FUL --- > HARMFUL• (2 syllables – harm-ful)	CARE <ul style="list-style-type: none">• CARE-FUL --- > CAREFUL• (2 syllables – care-ful)
PLAY <ul style="list-style-type: none">• PLAY-FUL --- > PLAYFUL• (2 syllables – play-ful)	HOPE <ul style="list-style-type: none">• HOPE-FUL --- > HOPEFUL• (2 syllables – hope-ful)
PAIN <ul style="list-style-type: none">• PAIN-FUL --- > PAINFUL• (2 syllables – pain-ful)	TUNE <ul style="list-style-type: none">• TUNE-FUL --- > TUNEFUL• (2 syllables – tune-ful)
FEAR <ul style="list-style-type: none">• FEAR-FUL --- > FEARFUL• (2 syllables – fear-ful)	WASTE <ul style="list-style-type: none">• WASTE-FUL --- > WASTEFUL• (2 syllables – waste-ful)



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Book 35 Worksheets

A Mole in the Hole - the "ole" long vowel /o/ (silent e)

Sound each syllable separately	Then blend, stressing the vowel.	Then say as a blended whole word	
m ole	m-ole	mole	
h ole	h-ole	hole	
but ton	but-ton	button	
cot ton	cot-ton	cotton	
b ack	b-ack	back	
s ack	s-ack	sack	
bl ack	bl-ack	black	
Sight words			
where	want	come	comes
one	were	was	said



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Missing Letters

Parent says the words (**hole, mole, sack, black, cotton, button**) and sounds each one out and asks the child to fill in the missing letter.

h _ le

mol _

sa _ _

bl _ _ _

co _ _ on

b _ tt _ n

Ask your child to re-arrange the letters to form a word – help them by “saying and sounding” each word (**hole, mole, sack, black, cotton, button,**)

eloh

melo

kcsa

lbakc

ttonoc

bnuott

Read the sentence, and ask your child to write the words in correct order below (**Now I will never get my button back.**)

back. button I will get my never Now



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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

My, I, cotton, button, looked, never, sack, back, black, saw, put, was, carrying, deep, dark, hole, mole, down 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.

look, looking, looked

I will _____ down and see a mole.

I _____ down and saw a mole.

I am _____ down and seeing a mole.



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Six Confusing Words with same letters and different sounds

	Sounds like	Meaning
though	“thow” as in throw	Despite the fact of something
through	‘threw’	Go into and then out of something (a doorway)
thorough	‘thuruh’	Take care of every detail
thought	‘thort’	An idea or opinion, past tense ‘think’
tough	‘tuff’	Hardy and durable
trough	‘troff’	a long container for animals to drink or eat

HOMOPHONES

Ask your child to read the small text, then write in the word.

(hole, whole - role, roll)

ehol my button fell down a hole	_____	whleo I had a whole roll for lunch	_____
lroe the actor plays a role	_____	lrlo my button can roll down the hole	_____



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2 & 3 syllable words with "ack"

help your child separate the syllables

knowing the syllable makes it easy to pronounce

nick nack	feed back
thumb tack	come back
back pack	full back
hav er sack	lum ber jack
pa per back	pig gy back

3 syllable words

help your child separate the syllables

knowing the syllable makes it easy to pronounce

bu ri al	act u al
man u al	an nu al
vis u al	vir tu al
us u al	un us u al
au di o	lib ra ry
stu di o	pi an o
vi de o	ra di o
his tor y	fam i ly



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Attaching “able” to words
means “can be” (capable of something)
Where the word has a “silent e”, drop the “e”

fix	fix + able	fix able
mix	mix + able	mix able
eat	eat + able	eat able
wear	wear + able	wear able
cure	lose + able	los able
love	love + able	lov able
value	value + able	valu able
break	break + able	break able



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Adding 'en' to an adjective creates a verb

(will weaken), (is weakening), (has weakened)

Help your child by putting these in sentences.

adjective	future verb	Present verb	Past verb
weak	wea ken	wea ken ing	wea kened
less	les sen	les sen ing	les sened
loose	loo sen	loo sen ing	loo sened
sick	sic ken	sic ken ing	sic kened
worse	wor sen	wor sen ing	wor sened
dark	dar ken	dar ken ing	dar kened
short	shor ten	shor ten ing	shor tened
tight	tigh ten	tigh ten ing	tigh tened
fright	frigh ten	frigh ten ing	frigh tened
height	heigh ten	heigh ten ing	heigh tened
sharp	shar pen	shar pen ing	shar pened
stiff	stif fen	stif fen ing	stif fened



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“ou” words and the different sounds

This is a challenge. The words are in columns according to their sounds.

It is best if you ask your child to read the words vertically so they can remember the words and the sounds.

‘ou’ as in “our”	“ou” as in “four”	“ou” as in “you”		“ou” as on ‘soul’	‘au’ as in ‘or’
our	four	you	ood	soul	odour
out	pour	soup	could	mould	arbour
bout	tour	group	would	mouldy	armour
foul	your	route	should	boulder	colour
hour	court	wound		poultry	favour
loud	gourd	youth	ool	poultice	honour
lout	mourn	coupon	ghoul	shoulder	humour
noun	course	mousse	cagoule	smoulder	rigour
ouch	detour	toucan	goulash		rumour
pout	fourth	crouton	roulade		savour
sour	source	roulade	boulevard		valour
about	velour	routine			vapour
aloud	contour	through			candour
bough	courses	souvenir			clamour
bound	gourmet	playgroup			courage
cloud	mourner	throughout			courier
couch					flavour
couch					flavour
count					glamour
doubt					harbour
douse					nourish
flour					parlour
flout					saviour
found					savoury



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Bushfire!

We could smell the smoke and we
knew it was here,

The bushfires had arrived and
you could smell the fear.

From the forest came a roaring,
crackling sound,

And the crash of the giant trees
as they fell to the ground.

We put the water sprinklers on, all
round the yard,

Then we waited for the fire – we
were on our guard.

There was movement in the trees, and a kangaroo jumped out,
Followed by a dingo and wombat, and I gave them a shout.

“Over here,” I called out, and waved my arm,

They stopped for a moment, and saw the farm.

They sprinted from the flames, and jumped the creek bed,
They came through the gate as the bush turned red.

Suddenly there were hundreds, all running from the fire,
they slipped through the fence and under the wire.

The animals looked tired and they were dying of thirst,

They all drank from the sprinklers till I thought they'd burst.





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A cockatoo flew down and sat on the clothes line,
Then four more arrived, then there was nine.
I saw an eagle in the tree and a fox in the shed,
And a goanna and a dingo asleep on a bed.

A wombat came near and I scratched its back,
And a little baby possum climbed on my lap.
A koala climbed down and sat on my chair,
I gave it some gum leaves and brushed its hair.

There were so many animals I had lots to do,
Giving them all water and feeding the crew,





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Then all of a sudden, the sky turned blood red,
The fires were upon us, and they quickly spread.
The fire raced towards us, it was a terrible view,
And I turned up the pumps to protect my crowded zoo.

The fires flamed in a fury, they howled and scorched,
Everything around us was burnt and torched.
But in the centre stood our farm, a small patch of green,
And the animals were all saved from the biggest fires ever seen.



cotton cotton cotton

cotton cotton cotton

cotton cotton cotton

button button button

button button button

button button button

looked looked looked

looked looked looked

looked looked looked

sack sack sack sack

sack sack sack sack

sack sack sack sack

black black black

black black black

black black black

I had some cotton from

I had some cotton from

I had some cotton from

my button. From the button

my button. From the button

my button. From the button

I pulled the cotton. The

I pulled the cotton. The

I pulled the cotton. The

button fell down a deep,

button fell down a deep,

button fell down a deep,

dark hole.

dark hole.

dark hole.

The mole went down,
into the hole so black.
Now I will never get my
button back.

The mole went down,

into the hole so black.

Now I will never get my

button back.

The mole went down,

into the hole so black.

Now I will never get my

button back.



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Puzzles

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Book 35 Puzzle – Style 1

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

Words used

BACK
BLACK
BUTTON
CARRYING
COTTON
DEEP
HOLE
LABEL
LOOKED
MOLE
NEVER
PACK
QUACK
SOME
TIED

Book 35 Puzzle – style 2

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

Words used

BACK
BLACK
BUTTON
CARRYING
COTTON
DEEP
HOLE
LABEL
LOOKED
MOLE
NEVER
PACK
QUACK
SOME
TIED



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Puzzles

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Book 35 Puzzle – Style 1 Solution



Words used

- BACK
- BLACK
- BUTTON
- CARRYING
- COTTON
- DEEP
- HOLE
- LABEL
- LOOKED
- MOLE
- NEVER
- PACK
- QUACK
- SOME
- TIED

Book 35 Puzzle – Style 2 Solution



Words used

- BACK
- BLACK
- BUTTON
- CARRYING
- COTTON
- DEEP
- HOLE
- LABEL
- LOOKED
- MOLE
- NEVER
- PACK
- QUACK
- SOME
- TIED