



Fantastic Phonics

Book 8 – The Kid and the Pig

PHONEMIC AWARENESS (Identifying sounds in language)

- focus on short vowel sound / i /
- There is a new segment on Blended Consonant Sounds (/sl / - slid) and (/ll / - hill)
- There is a new segment on Syllables

Say to your child	Together
<p>The FIRST sound in KID is / k /</p> <p>Listen, / k / (kuh), short and sharp</p>	<ul style="list-style-type: none"> • The first sound of KID is ... • (say together) / k / “kuh” • Now the child repeats for you to hear/check.
<p>The MIDDLE sound in KID is / i /</p> <p>Listen, / i / (short vowel)</p>	<ul style="list-style-type: none"> • The middle sound of KID is ... • (say together) / i / “I” short vowel • Now the child repeats for you to hear/check.
<p>The END sound in KID is / d / (duh)</p> <p>Listen, / d /</p>	<ul style="list-style-type: none"> • Now, say the end sound of KID together. • the end sound of KID is ... (say together) / d / • Now the child repeats for you to hear/check.
<p>Let’s blend the sounds together.</p> <p>/ k / + / i / + / d / makes “k-i-d”</p>	<ul style="list-style-type: none"> • Now let’s blend the sounds together. • / k / + / i / + / d / makes “k-i-d” • And the word is KID
<p>Repeat for additional words - Kid, lid, hit, hid, hill, slid, pig, and + did, fig, jig, rig, dig,</p>	

SIGHT WORDS

'The'

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

'and', 'is', 'on', 'at', 'of'

Reinforce that these words CAN be decoded.

CONSONANT BLENDS

"when two letters create a single sound"

- **focus on /s/l/i/d/ (slid)**

Blend two letters to a single sound	Together
Say the word SLID Show that the first sound is a blend of /s/+/l/ to make a continuous sound of /sl/ Demonstrate with letter cards <ul style="list-style-type: none">• say SLID as 3 sounds / s / i / d /	Together ... When the sounds / s / and / l / are together, they make a single sound which sounds like both <ul style="list-style-type: none">• / s l i d /• Makes the word SLID
Say the word HILL Show that the LAST sound is a blend of /l/+/l/ to make a continuous sound of /ll/ Demonstrate with letter cards <ul style="list-style-type: none">• say HILL as 3 sounds / h / i / ll /	Together ... When the sounds / l / and / l / are together, they make a single sound which sounds like both <ul style="list-style-type: none">• / h i ll /• Makes the word HILL
Additional words Now demonstrate again with SLED and SLIP and WILL	

PHONOLOGICAL AWARENESS (linking Sounds with Letters)

Linking letters and sounds	Together
Hold up the lowercase letter “ k “ Say “this letter is called “k” (‘kay’) and the sound it makes is / k / (“kuh” – short & sharp)	Together ... The letter is “ k ” and the sound is / k / (kuh) As in KID
With your letter cards, work through the additional words Kid, lid, hit, hid, hill, slid, pig, and + did, fig, jig, rig, dig, (+ rigger, digger in Syllables at end)	

Identifying sounds in Words
Form the word ‘ kid ’ using lowercase cards. Point to each letter and make the phonic sounds; /k/ - / i / - /d/ Remove the letter ‘k’ and ask, “what sound have I removed” Child should respond / k / (sound) Ask, “what sounds are left – point to the letters and make the sounds” Child should point and respond, / i / + / d / Ask, “what sounds does / i / + / d / make together” Child should point and respond / i/ d / 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 KID Repeat by removing the END letter.
With your letter cards, work through the additional words Kid, lid, hit, hid, hill, slid, pig, and + did, fig, jig, rig, dig

Rhyme	Rhyme Detection
1	<p>Read the following words and ask the child to tell you the words that DO rhyme with KID (e.g, the 'id' sound)</p> <p>Kid, lid, hit, hid, hill, slid, pig, and + did, fig, jig, rig, dig</p>
2	<p>Read the list again and ask the child which words DO NOT rhyme with KID</p>
3	<p>Say the word "KID" and ask the child to suggest two words that rhyme</p>
4	<p>Select the letters k, l, h, s, p, d, f, r, d, i, g from your cards</p> <p>Ask the child to use the letter cards to form the words ...</p> <p>Kid, lid, hit, hid, hill, slid, pig, and + did, fig, jig, rig, dig</p>

Re-Arrange Letters
<p>Choose the letters k, i, d from your letter cards and arrange them so they DON'T form a word</p> <p>Say the word KID, and sound it out /k/i/d/</p> <p>Ask your child to arrange the letters to create the word</p>
<p>Continue for words lid, hid, hit, hill, slid, pig, did, the, they</p>

SYLLABLES

“awareness of WORD SEGMENTS”

- Spend time with this – learn to help your child identify SEGMENTS (syllables)
- Every syllable has a “stressed’ vowel

Syllables	Together
<p>Say the word “MADDER”</p> <p>Explain “Dad got even madder”</p> <p>Sound out each syllable</p> <p>/m/a/d/ - /d/e/r/</p> <p>Now, join the two syllables slowly and carefully</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p>	<p>If YOU need assistance working out syllables. We encourage you to use a website to learn the segments</p> <p>https://www.howmanysyllables.com/</p> <p>Together ...</p> <ul style="list-style-type: none"> • Say “mad-der” while clapping your hands with each syllable • Say it slowly so the child can hear clearly, then repeat faster and faster till they merge.
<p>Using your letter cards,</p> <p>form and spell ‘mad’ and “der”</p> <p>but leave them slightly separate.</p>	<p>Point to each syllable, say “mad” and “der”</p> <ul style="list-style-type: none"> • Move them together and say “mad-der” • Then finish with “MADDER”
<p>Extra Words –</p> <p>SADDER (sad-der) – ‘the lad was sadder when the dad got madder”</p> <p>NETTED (net-ted) – “the Vet netted the pet”.</p> <p>RIPPED (rip-ped) – “Pip ripped the zip”</p>	

Help your child identify Syllables	
<p>Say the word “DANGER”</p> <p>Clap your hands when you stress each vowel</p> <p>DAN-GER</p> <p>Extra words: UPON (up-on), UNDER (un-der)</p> <p>OVER (ov-er), ONTO (on-to)</p> <p>BANANA (ba-na-na) . TOMATO (to-ma-to)</p>	<p>Ask your child to repeat the word with the stressed vowels, and then, ask your child to ‘count the segments”</p> <p>Your child should repeat the words, stress the syllables, and tell you the number of syllables</p> <p>Help your child with other household words – Table, window, bedroom, toilet, driveway.</p> <p>Your child is not expected to READ these words – just count the segments</p>



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Book 8 Worksheets

The Kid and the Pig – 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
k i d	k-i-d	kid
l i d	l-i-d	lid
s l i d	s-l-i-d	slid
b i g	b-i-g	big
p i g	p-i-g	pig
h i l l	h-i-l-l	hill
h i t	h-i-t	hit

Sight words

The and is on at of



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Parent says the words (**kid, hit, slid, pig, hill, lid**) and sounds each one out and asks the child to fill in the missing letter.

k _ d

hi _

sl _ _

p _ g

hi _ _

_ id

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**kid, hit, pig, sat**)

kdi

_ _ _

tih

_ _ _

gip

_ _ _

tas

_ _ _

Read the sentence, and ask your child to write the words in correct order below
(**The kid and the pig in the lid.**)

the kid The pig. and

_ _ _ _ _



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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 p	h-i-p	hip
r i g	r-i-g	rig
d i g	d-i-g	dig
s l i d	s-l-i-d	slid
s l i p	s-l-i-p	slip
s l i t	s-l-i-t	slit
s l i m	s-l-i-m	slim
s l a p	s-l-a-p	slap



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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: 'The kid hid in the lid.' - "The lid slid and hit a big hill.")

Kid, pig, lid, slid, hit, big, hill, sat, hid has, is, had, on, the, a

Sentence 1

Sentence 2

What word does not rhyme

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

pig, big, rig, rip, dig

kid, bid, lid, slid, slit

hit, bit, sit, tip, fit



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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)

kid pig sat hid lid slid big hill

The ___ and the ___.

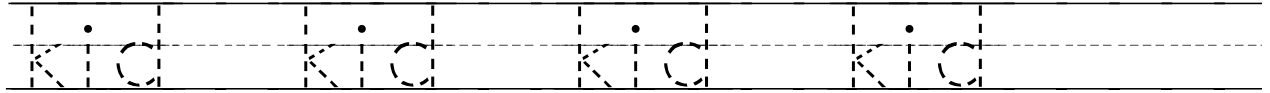
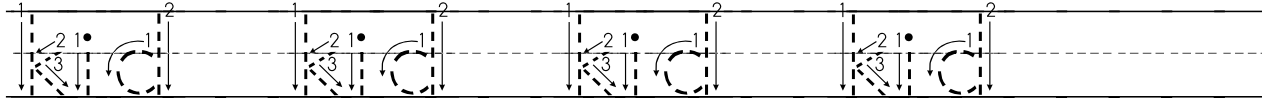
The kid and the pig ___ in the lid.

The kid and the pig ___ in the ___.

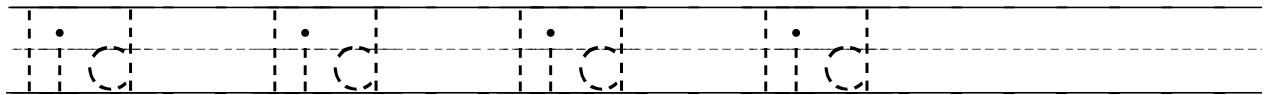
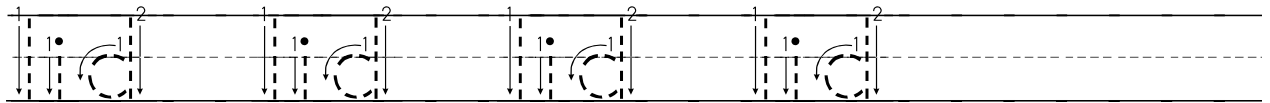
The lid ___ and ___.

The kid and the pig hit a ___ ___.

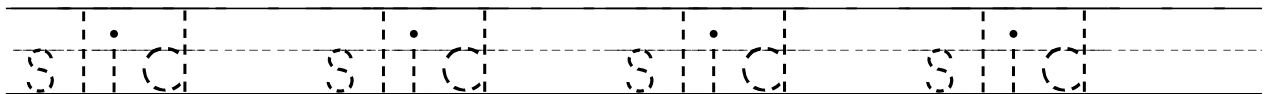
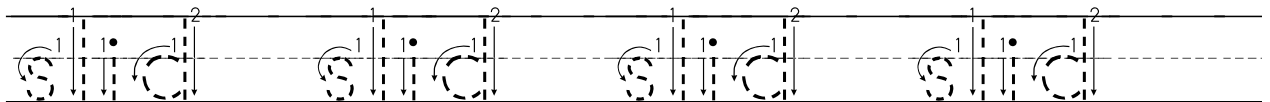
kid kid kid kid



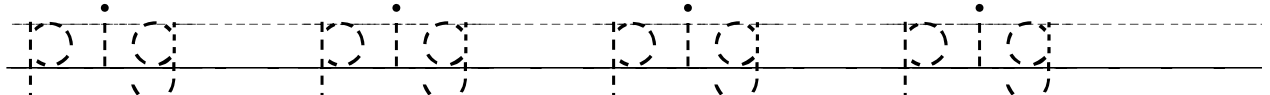
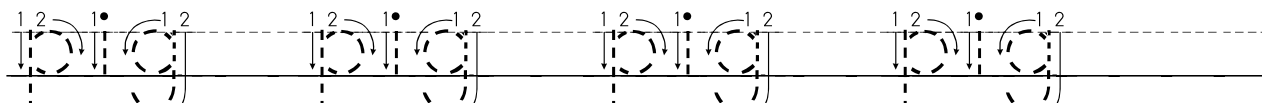
lid lid lid lid



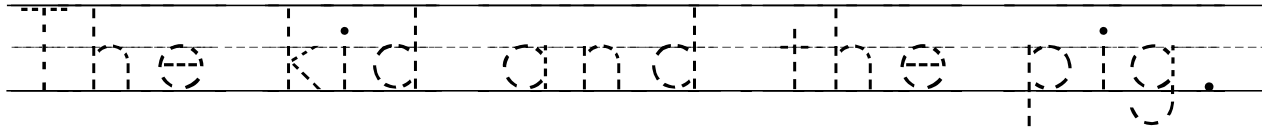
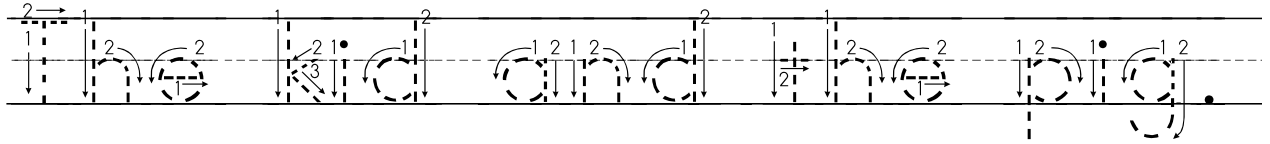
slid slid slid slid



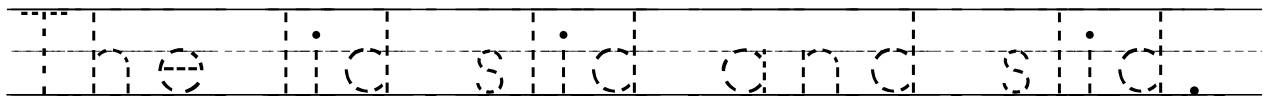
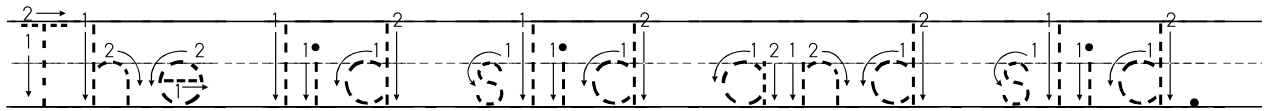
pig pig pig pig



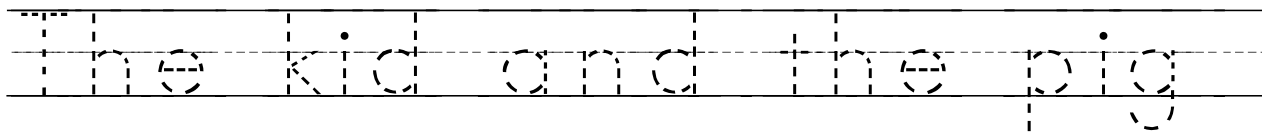
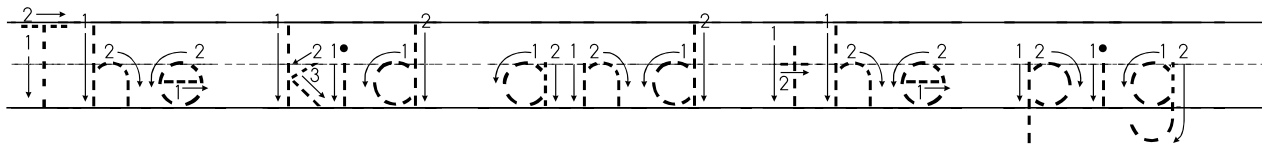
The kid and the pig.



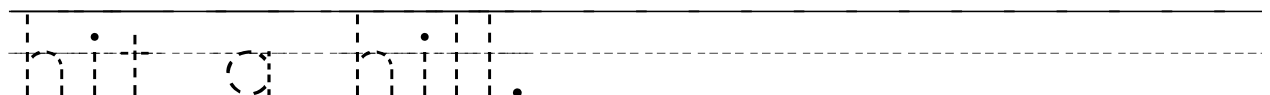
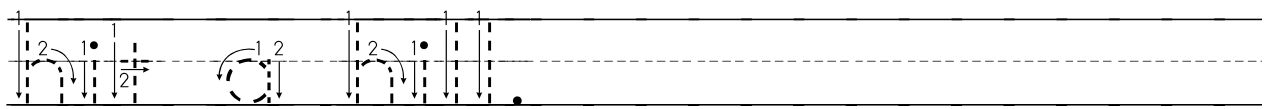
The lid slid and slid.



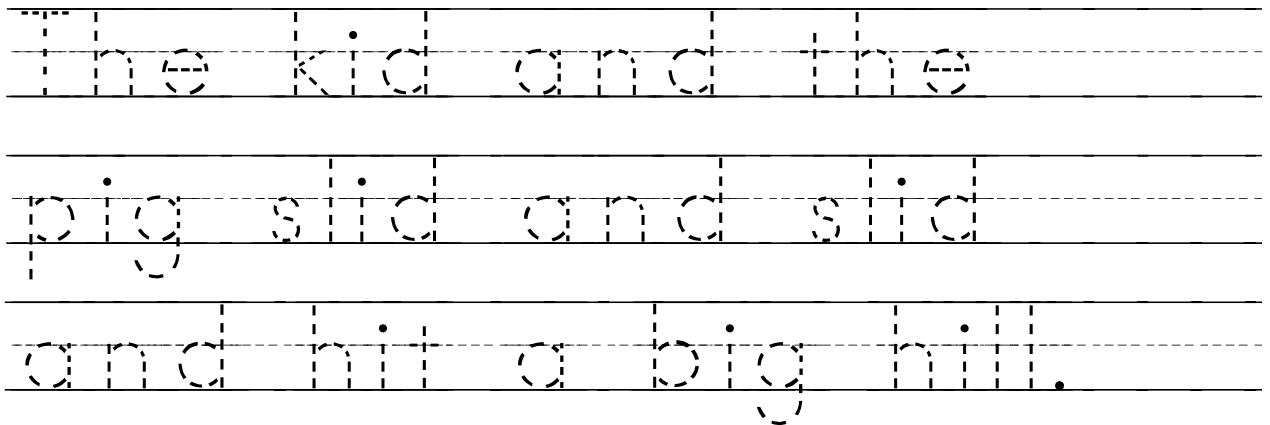
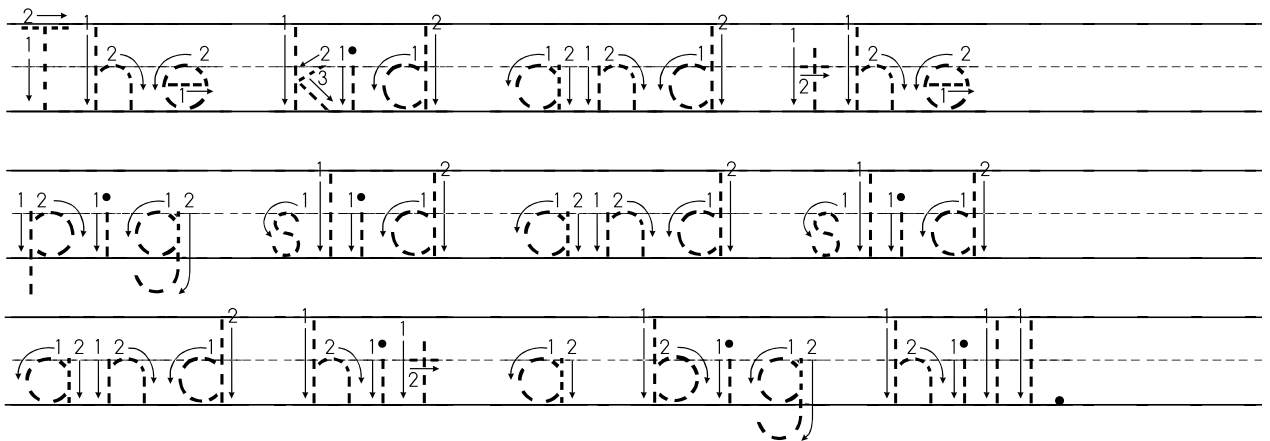
The kid and the pig



hit a hill.



The kid and the
pig slid and slid
and hit a big hill.





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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

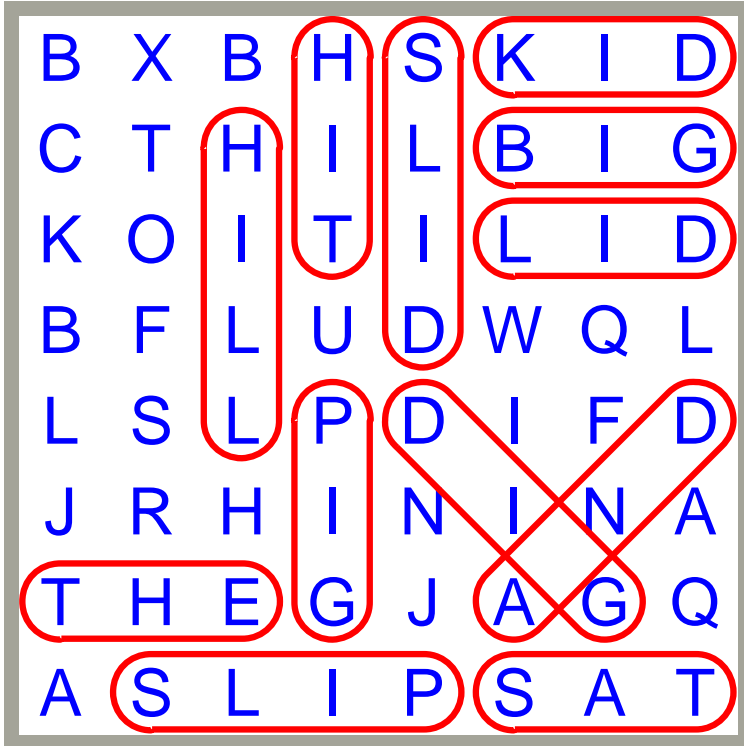


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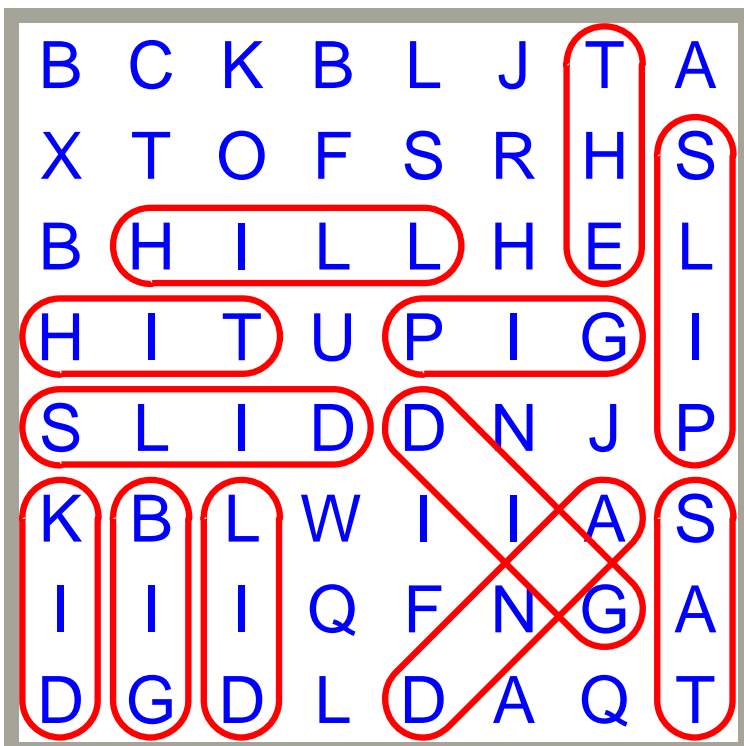
Book 08 Puzzle – Style 1 Solution



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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