



# Fantastic Phonics

## Book 17 – Dan and the Bee

### VOWEL BLENDS

“when two VOWELS create a single sound”

- focus on /ee/ sound in ‘bee’
- focus on /ea/ sound in ‘tea’
- focus on SIGHT word ‘said’

TAKE CARE TO UNDERSTAND – VOWELS CHANGE SOUND, particularly in a blend.

- The word “TEA”, for example, is written as /t/ee/ to clarify the SOUND of the vowel.

Blend two VOWELS to a single sound	Together
<p>Say the word <b>BEE</b></p> <ul style="list-style-type: none"> <li>• Show that the END sound is a blend of /e/+e/ to make <b>LONG VOWEL / ee / (ee)</b></li> </ul> <p>Demonstrate with letter cards</p> <p>Say <b>BEE</b> as 2 sounds</p> <p>/b/ +/ee/ = /b/ ee /</p>	<p>Together ...</p> <ul style="list-style-type: none"> <li>• When the sounds /e/ and /e/ are together, they make a single sound which creates a <b>LONG VOWEL / ee /</b></li> <li>• /b/+/ ee /</li> </ul> <p><b>Makes the word BEE</b></p>
<p>Work through the additional words.</p> <ul style="list-style-type: none"> <li>• see - /s/ee/</li> <li>• seem - /s/ee/m/</li> <li>• seen -/s/ee/n/</li> <li>• meet - /m/ee/t/</li> <li>• peel - /p/ee/l/</li> <li>• tree - /tr/ee/ ... indicate consonant blend /tr/ + /ee/ (2 sounds)</li> <li>• flee - /fl/ee/ ... indicate consonant blend /fl/ + /ee/ (2 sounds)</li> </ul>	

<p>Say the word <b>TEA</b></p> <ul style="list-style-type: none"> <li>• Show that the <b>FIRST</b> sound is a /t/ ‘tuh’</li> <li>• Show that the <b>END</b> sound is a blend of /e+/a/ to make <b>LONG VOWEL / ea / (ee)</b></li> </ul> <p>Demonstrate with letter cards</p> <p>Say <b>TEA</b> as 2 sounds - /t/ee/</p>	<p>Together ...</p> <ul style="list-style-type: none"> <li>• When the sounds /e/ and /a/ are together, they create a <b>LONG VOWEL / ea / which sounds like “ee”</b></li> </ul> <p>Say <b>TEA</b> as 2 sounds - /t/ee/</p> <p><b>Makes the word TEA</b></p>
<p>Work through the additional words.</p> <ul style="list-style-type: none"> <li>• sea - /s/ee/</li> <li>• seal - /s/ee/l/</li> <li>• real - /r/ee/l/</li> <li>• meal - /m/ee/l/</li> <li>• meat /m/ee/t/</li> </ul>	
<p>Say the word <b>TEACH</b></p> <ul style="list-style-type: none"> <li>• Show that the <b>FIRST</b> sound is a /t/</li> <li>• Show that the <b>MIDDLE</b> sound is a blend of /e+/a/ to make <b>LONG VOWEL / ea /</b></li> <li>• Show that the <b>END</b> sound is a blend of /c+/h/ to make blend / ch /</li> </ul> <p>Demonstrate with letter cards</p> <p>Say <b>TEACH</b> as 3 sounds /t/ee/ch/</p>	<p>Together ...</p> <ul style="list-style-type: none"> <li>• When the sounds /e/ and /a/ are together, they make a single sound which create a <b>LONG VOWEL / ea / (which sounds like “ee”)</b></li> <li>• When /c/ and /h/ are together, they make a single sound /ch/</li> </ul> <p>Say <b>TEACH</b> as 3 sounds /t/ee/ch/</p> <p><b>Makes the word TEACH</b></p>
<p>Work through the additional words – <b>peach</b> (/p/ee/ch/), <b>beach</b> (/b/ee/ch/), <b>reach</b> (/r/ee/ch/), <b>preach</b> (/pr/ee/ch/)</p>	
<p>Say the word <b>TEACHER</b></p> <p><b>Demonstrate that it is TWO SYLLABLES by clapping it out ... tea/cher</b></p> <ul style="list-style-type: none"> <li>• The <b>FIRST</b> sound is /t/</li> <li>• The <b>MIDDLE</b> sound is /e+/a/</li> <li>• The <b>NEXT</b> sound is /ch/</li> <li>• The <b>END</b> sound is a blend of /e+/r/ (err)</li> </ul> <p>/t/ee/ch/er/ = <b>TEACHER</b></p>	<p>Together ...</p> <ul style="list-style-type: none"> <li>• When the sounds /e/ and /a/ are together, they make a single sound /ee/ (long vowel ee)</li> <li>• When the sounds /c/ and /h/ are together, they make a single sound /ch/ (chuh)</li> <li>• When the sounds /e/ and /r/ are together <b>at the end of a word</b>, they make the sound “err”</li> </ul> <p>/t/ee/ch/er/ = <b>TEACHER</b></p>
<p>Work through the additional words - <b>preacher, seeker,</b></p>	

## HOMOPHONES - words that sound the same and have different meanings

Explain some words sound the same, but have different spellings so we know the different meanings of each word.

Explain the spellings and meanings	Together
<b>SEA</b> (/s/ee/) <ul style="list-style-type: none"> <li>A large body of water</li> </ul>	<b>SEE</b> (/s/ee/) <ul style="list-style-type: none"> <li>Use your eyes to become aware</li> </ul>
<b>MEAT</b> (/m/ee/t/) <ul style="list-style-type: none"> <li>Food from an animal</li> </ul>	<b>MEET</b> (/m/ee/t/) <ul style="list-style-type: none"> <li>When you join with someone</li> </ul>
<b>FEAT</b> (/f/ee/t/) <ul style="list-style-type: none"> <li>A difficult success</li> </ul>	<b>FEET</b> (/f/ee/t/) <ul style="list-style-type: none"> <li>What we walk on</li> </ul>
<b>BEAN</b> (/b/ee/n/) <ul style="list-style-type: none"> <li>A vegetable</li> </ul>	<b>BEEN</b> (/b/ee/n/) <ul style="list-style-type: none"> <li>Refers to the past</li> </ul>
<b>FLEA</b> (/fl/ee/) <ul style="list-style-type: none"> <li>A small insect</li> </ul>	<b>FLEE</b> (/fl/ee/) <ul style="list-style-type: none"> <li>Run away</li> </ul>

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## PHONEMIC AWARENESS (Identifying sounds in language)

- focus on "ee" sound (vowel blend)
- focus on "ea" sound (vowel blend)

BEGINNING sounds - Say to your child	Together
The first sound in <b>BEE</b> is / b / Listen, / b / (buh), short and sharp	<ul style="list-style-type: none"> <li>Now, let's say the first sound of <b>BEE</b> together.</li> <li>the first sound of <b>BEE</b> is ... (say together) / <b>b</b> /</li> <li>Now the child repeats for you to hear/check.</li> </ul>
The <b>MIDDLE/END</b> sound in <b>BEE</b> is / ee / Listen, / ee / (long vowel 'eee')	<ul style="list-style-type: none"> <li>The middle sound of <b>BEE</b> is ...</li> <li>(say together) / <b>ee</b> / Long vowel</li> <li>Now the child repeats for you to hear/check.</li> </ul>
Let's <b>blend</b> the sounds together. /b / + /ee/ makes "bee" And the word is <b>BEE</b>	<ul style="list-style-type: none"> <li>Now let's <b>blend</b> the sounds together.</li> <li>/b / + /ee/ makes "bee"</li> <li>And the word is <b>BEE</b></li> </ul>
Additional words - <b>Bee, see, tea, tree, me, Dan, cup, went, he + she, sea, free, seem, seen, meet</b>	

## SIGHT WORDS

### “said”

“Said” is the only word where the “ai” vowel blend creates a sound of short ‘e’ vowel, as in ‘bed’  
“Said” should be learned as a sight word

“they”, “once”, “was”, “one”, “two”, “the”

‘and’, ‘is’, ‘on’, ‘at’, ‘of’

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## CONSONANT BLENDS

- **focus on TREE, FLEE, SPEECH**

Blend two letters to a single sound	Together
<p>Say the word <b>TREE</b></p> <ul style="list-style-type: none"><li>• Show that the <b>FIRST</b> sound is a blend of /t+/r/ to make a single sound of /tr/</li><li>• Show that the <b>END</b> sound is a blend of /e+/e/ to make a single sound of /ee/</li></ul> <p>Say <b>TREE</b> as 2 sounds /tr/ee/</p>	<p>Together ...</p> <ul style="list-style-type: none"><li>• When the sounds /t/ and /r/ are together, they make a single sound which sounds like both - /trr/</li><li>• When the sounds /e/ and /e/ are together, they make a single sound which sounds like both - /ee/</li></ul> <p><b>/tr/ee/ makes the word TREE</b></p>
<p>Continue to demonstrate with <b>FLEE (/fl/ee/), FLEA (/fl/ea/), SPEECH (/sp/ee/ch/)</b></p>	

Revise the "our" combination	
<p>Say the word <b>FLOUR</b></p> <ul style="list-style-type: none"> <li>Show that the <b>FIRST</b> sound is a blend of /f+/l/ to make a single sound of /fl/</li> <li>Show that the <b>MIDDLE</b> sound is a blend of /o+/u/ to make a single sound of /ou/</li> <li>And the end sound is /r/</li> </ul> <p>/ fl / ou / r / = <b>FLOUR</b></p>	<p>Together ...</p> <p>When the sounds /f/ and /l/ are together, they make a single sound which sounds like both</p> <p>When the sounds /o/ and /u/ are together, they make a single sound which sounds like both</p> <p>/ fl / ou / r / <b>Makes the word FLOUR</b></p>
<p>Say the word <b>HOUR</b></p> <ul style="list-style-type: none"> <li>Show that the <b>MIDDLE</b> sound is a blend of /o+/u/ to make a single sound of /ou/</li> </ul> <p>Say <b>HOUR</b> as 3 sounds / h / ou / r /</p>	<p>Together ...</p> <p>When the sounds /o/ and /u/ are together, they make a single sound which sounds like both</p> <p>/o/ + /u/ = /ou/ and makes the sounds / h / ou / r /</p> <p><b>Makes the word HOUR</b></p>

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## PHONOLOGICAL AWARENESS (linking Sounds with Letters)

Linking letters and sounds	Together
<p>Hold up the lowercase letter " b "</p> <p>Say "this letter is called "b" (bee) and the sound it makes is</p> <p>/ b / ("buh" – short &amp; sharp)</p>	<p>Together ...</p> <p>The letter is called "bee" and the sound is / b / (buh)</p> <p>As in <b>BEE</b> (/b/ee/ )</p>
<p>Additional words - <b>Bee, see, tea, tree, me, Dan, cup, went, he + she, sea, free, seem, seen, meet</b></p>	

### Identifying sounds in Words

Form the word **'BEE'** using lowercase cards. Point to each letter and make the phonic sounds;

/ b / - / ee /

Remove the letter 'd' and ask, "what sound have I removed"

**Child should respond / b / (buh sound)**

Ask, "what sounds are left – point to the letters and make the sounds"

**Child should point and respond, / e / + / e / = /ee/**

Ask, "what sounds does / e / + / e / make together"

**Child should point and respond / ee/ (long vowel 'eee')**

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 BEE**

**Repeat by removing the MIDDLE and END letters**

Additional words - **bee, see, tea, tree, me, Dan, cup, went, he + she, sea, free, seem, seen, meet**

Rhyme	Rhyme Detection
1	<p>Read the following words and ask the child to tell you the words that DO rhyme with <b>BEE (e.g, the 'ee' long vowel sound)</b></p> <p><b>See, tree, play, me, day, free, not, agree</b></p>
2	<p>Read the list again and ask the child which words DO NOT rhyme with <b>BEE</b></p>
3	<p>Say the word <b>BEE</b> and ask the child to suggest two words that rhyme</p>
4	<p>Select the letters <b>J, M, R, T p, l, d, a, y, w, e, n, t, s</b> from your upper and lowercase cards.</p> <p>Ask the child to use the letter cards to form the words ...</p> <p><b>Bee, see, tea, tree, me, Dan, cup, went, he + she, sea, free, seem, seen, meet</b></p>

### Re-Arrange Letters

Choose the letters **t, r, e, e** from your letter cards and arrange them so they DON'T form a word

Say the word **TREE**, and sound it out /tr/ee/ (2 sounds)

Ask your child to arrange the letters to create the word

Continue for words - **free, flee, bee, tea, sea, she, seen, seem**

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## SYLLABLES

Syllables	Together
<p>Say the word "tea-cher"</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p>	<p>Together ...</p> <ul style="list-style-type: none"><li>• Say "tea-cher" while clapping your hands</li><li>• Say is slowly so the child can hear clearly, then repeat faster and faster till they merge.</li></ul>



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## Book 17 Worksheets

### Dan and the Bee - /ay/ vowel

“double e” changes the short vowel /e/ to a long vowel

Sound each letter separately	Then blend, stressing the vowel.	Then say as a blended whole word
D a n	D-a-n	Dan
b e e	b-e-e	bee
s e e	s-e-e	see
t e a	t-e-a	tea
w e n t	w-e-n-t	went
b u z z	b-u-z-z	buzz
t r e e	t-r-e-e	tree

### Sight words

come	comes	some	done
where	were	was	said



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Parent says the words (**see, bee, buzz, tea, went, tree**) and sounds each one out and asks the child to fill in the missing letter.

\_ ee

be \_

b \_ zz

\_ ea

w \_ nt

tr \_ e

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**bee, see, tea, buzz, tree, went**)

ebe

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ees

---

aet

---

zubz

-----

eter

-----

twen

-----

Read the sentence, and ask your child to write the words in correct order below (**Buzz went the bee in the tea.**)

the went Buzz bee in tea. the

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## EXTRA WORDS

Teach that the consonant blend is a single sound

POINT to each letter and "SOUND" them separately	Then blend, stressing the vowel.	Then say as a blended whole word
p e a	p-e-a	pea
s e a	s-e-a	sea
p l e a	pl-e-a	plea
f l e a	fl-e-a	flea
f r e e	fr-e-e	free
g l e e	gl-e-e	glee
f l e e	fl-e-e	flee
t h r e e	thr-e-e	three



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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

Dan, cup, tea, bee, tree, buzz, went, see, big, me,  
got, is, to, had, on, the, a, and

Sentence 1

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Sentence 2

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## Learning Past, Present and Future Tense

Ask your child to put the correct word in place.

have, having, had

Dan will \_\_\_\_\_ a cup of tea.

Dan is \_\_\_\_\_ a cup of tea.

Dan has \_\_\_\_\_ a cup of tea.



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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)

Tea bee buzz see said went tree  
went

Dan had a cup of \_\_\_\_\_. Buzz, buzz went  
the \_\_\_\_\_ in the tea. Buzz, \_\_\_\_\_ to me  
went the bee. I \_\_\_\_\_ the bee! I see the bee!

“Go, go!” to the bee \_\_\_\_\_ he. Buzz, buzz  
to me \_\_\_\_\_ the bee.

“Go, go!” to the \_\_\_\_\_, big bee. Buzz, buzz  
to the tree \_\_\_\_\_ he.



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## Homophones

Words that sound the same but mean something different

**EXPLAIN** that the 'ea" changes the short vowel /e/ to a long vowel

Sound each letter separately	Then blend, stressing the vowel.	Then say as a blended whole word
s e e	s-ee	see
s e a	s-ea	sea
t e e	t-ee	tee
t e a	t-ea	tea
f l e e	f-l-ee	flee
f l e a	f-l-ea	flea



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## Long vowel /e/ sound - "EE" and "EA" spellings

'ee' words		'ea' words	
s-ee	see	s-ea	sea
s-ee-d	seed	s-ea-t	seat
b-ee-n	been	b-ea-n	bean
s-ee-m	seem	s-ea-m	seam
s-ee-l	seel	s-ea-l	seal
d-ee-r	deer	d-ea-r	dear
p-ee-l	peel	p-ea-l	peal
fl-ee	flee	fl-ea	flea
cr-ee-k	creek	cr-ea-k	creak
yip-pee	yippee	sea-bed	seabed
week-end	weekend	tea-pot	teapot
free-dom	freedom	pea-nut	peanut



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## Advanced

These 2-syllable words have simple 1<sup>st</sup> syllable and a "ger" 2<sup>nd</sup> syllable

dan-ger

danger

trig-ger

trigger

fin-ger

finger

char-ger

charger

hun-ger

hunger

slug-ger

slugger

dag-ger

dagger

stag-ger

stagger

bur-ger

burger

stin-ger

stinger

sin-ger

singer

plun-ger

plunger

bad-ger

badger

snig-ger

snigger

log-ger

logger

whin-ger

whinger

hug-ger

hugger

stron-ger

stronger

tug-ger

tugger

stran-ger

stranger

jog-ger

jogger

lar-ger

lar-ger

run-ner

runner

lon-ger

lon-ger

me me me me

me me me me

me me me me

bee bee bee bee

bee bee bee bee

bee bee bee bee

see see see see

see see see see

see see see see

tree tree tree tree

tree tree tree tree

tree tree tree tree

tea tea tea tea

tea tea tea tea

tea tea tea tea

Dan had a cup of tea.

Dan had a cup of tea.

Dan had a cup of tea.

Buzz, buzz went the bee

Buzz, buzz went the bee

Buzz, buzz went the bee

in the tea.

in the tea.

in the tea.

I see the bee!

I see the bee!

I see the bee!

I see the bee!

I see the bee!

I see the bee!

“Go, go!” to the bee said  
he. Buzz, buzz to me went  
the bee. Buzz, buzz to  
the tree went he.

“Go, go!” to the bee said  
he. Buzz, buzz to me went  
the bee. Buzz, buzz to  
the tree went he.

“Go, go!” to the bee said  
he. Buzz, buzz to me went  
the bee. Buzz, buzz to  
the tree went he.



# Fantastic Phonics

Puzzles

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## Book 17 Puzzle – Style 1

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

Words used

BEE  
BUZZ  
CUP  
FREE  
JOE  
PEA  
SAID  
SEE  
TEA  
THE  
TREE  
WENT

## Book 17 Puzzle – style 2

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

Words used

BEE  
BUZZ  
CUP  
FREE  
JOE  
PEA  
SAID  
SEE  
TEA  
THE  
TREE  
WENT

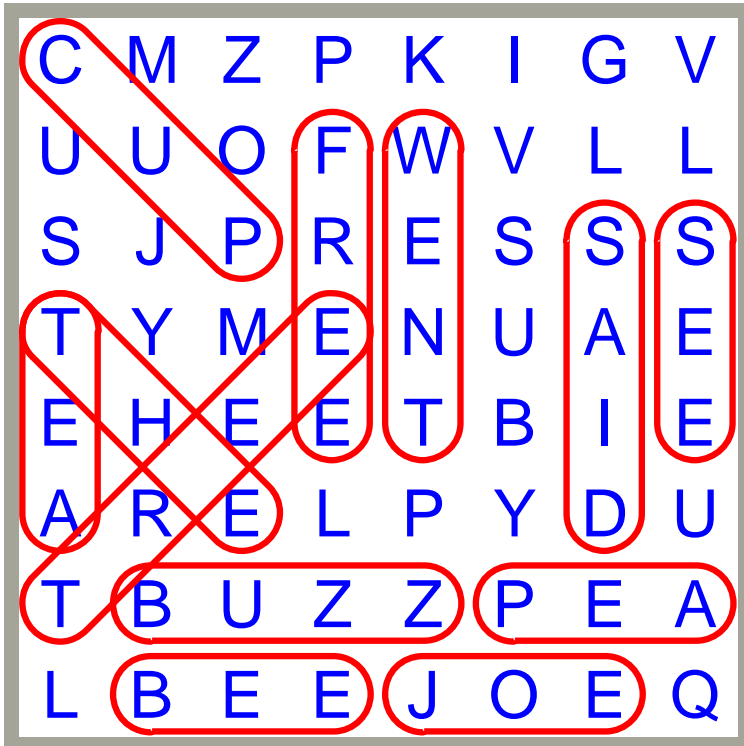


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Puzzles

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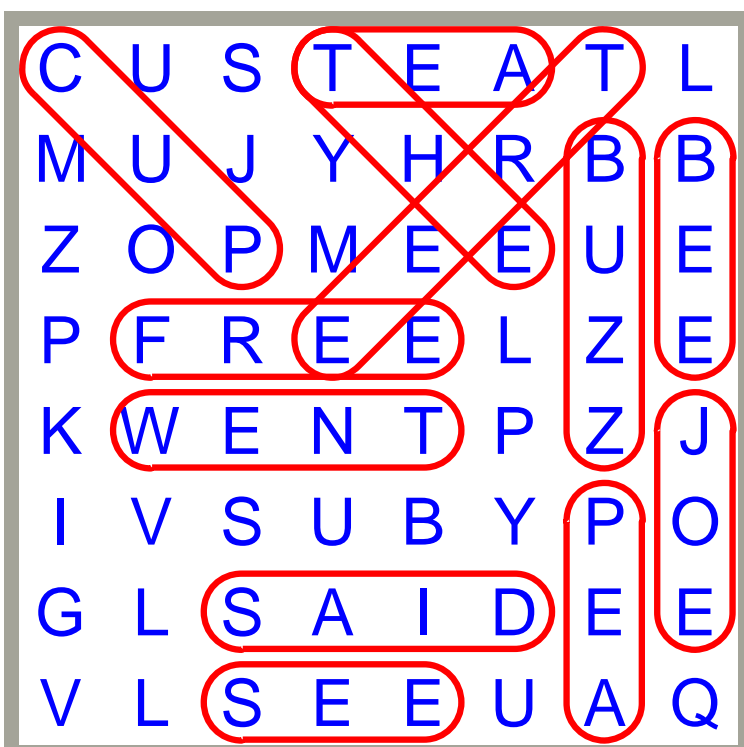
## Book 17 Puzzle – Style 1 Solution



Words used

BEE  
BUZZ  
CUP  
FREE  
JOE  
PEA  
SAID  
SEE  
TEA  
THE  
TREE  
WENT

## Book 17 Puzzle – Style 2 Solution



Words used

BEE  
BUZZ  
CUP  
FREE  
JOE  
PEA  
SAID  
SEE  
TEA  
THE  
TREE  
WENT



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Puzzles

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