



# Fantastic Phonics

## Book 32 – A Pup in the Straw

### PHONOLOGICAL AWARENESS

- focus on “OR” sound – MORE, POOR, PAW, CAUGHT, BOUGHT
- focus on /ough/ sound of “or” in “thought”, “bought”

Explain to your child that the “OR” sound is one of the most common in English. To avoid confusion with other same-sounding words (homophones) we need different ways of spelling the “OR” sound.

“AW” and “OUGH” creates “OR” sound	
“AW” sound – creates “or” sound	“OUGH” sound – silent ‘gh’ creates “or” sound
<p><b>STRAW</b></p> <p>FIRST sound in <b>STRAW</b> is / str / “str” sound</p> <p>SECOND sound is / aw / ‘or’ sound</p> <p>Explain as <b>STRAW</b> with /or/ vowel sound</p>	<p><b>THOUGHT</b> – past tense of ‘think’</p> <p>FIRST sound in <b>THOUGHT</b> is / th / “th” sound</p> <p>SECOND sound is / ough / ‘or’ sound</p> <ul style="list-style-type: none"> <li>• <b>silent ‘gh’</b></li> </ul> <p>THIRD sound is / t /</p> <p>Explain as <b>THOUGHT</b> as /th/or/t/</p>
<p><b>CLAW</b></p> <p>FIRST sound in <b>CLAW</b> is / cl / “cl” sound</p> <p>SECOND sound is / aw / ‘or’ sound</p> <p>Explain <b>CLAW</b> with /or/ vowel sound</p>	<p><b>BOUGHT</b> – past tense of ‘buy’</p> <p>FIRST sound in <b>BOUGHT</b> is / b / “buh” sound</p> <p>SECOND sound is / ough / ‘or’ sound</p> <ul style="list-style-type: none"> <li>• <b>silent ‘gh’</b></li> </ul> <p>THIRD sound is / t /</p> <p>Explain <b>BOUGHT</b> as /b/or/t/ - ‘or’ sound</p>

<p><b>THAW</b></p> <p>FIRST sound in <b>THAW</b> is / th / “th” sound</p> <p>SECOND sound is / aw / ‘or’ sound</p> <p>Explain as <b>THAW</b> with /or/ vowel sound</p>	<p><b>SOUGHT</b> – past tense of ‘search’</p> <p>FIRST sound in <b>SOUGHT</b> is / s / “ss” sound</p> <p>SECOND sound is / aw / ‘or’ sound</p> <ul style="list-style-type: none"> <li>• <b>silent ‘gh’</b></li> </ul> <p>THIRD sound is / t /</p> <p>Explain as <b>SOUGHT</b> as /s/or/t/</p>
<p><b>DRAW</b></p> <p>FIRST sound in <b>DRAW</b> is / dr / “dr” sound</p> <p>SECOND sound is / aw / ‘or’ sound</p> <p>Explain as <b>DRAW</b> with /or/ vowel sound</p>	<p><b>FOUGHT</b> – past tense of ‘fight’</p> <p>FIRST sound in <b>FOUGHT</b> is / f / “ff” sound</p> <p>SECOND sound is / aw / ‘or’ sound</p> <ul style="list-style-type: none"> <li>• <b>silent ‘gh’</b></li> </ul> <p>THIRD sound is / t /</p> <p>Explain as <b>FOUGHT</b> as /th/or/t/</p>

DIFFERENT WAYS OF CREATING “OR” sound	
<p><b>This is an explanation to help you guide your child, when you read the book.</b></p>	
<p><b>SORE</b> – ‘something that causes pain’</p> <ul style="list-style-type: none"> <li>• /s/or/ - silent e forces long vowel /o/</li> </ul> <p><b>SAW</b> – past tense of ‘see’</p> <ul style="list-style-type: none"> <li>• /s/or/ - /aw/ creates “or” sound</li> </ul> <p><b>SOAR</b> – ‘fly high above the earth’</p> <ul style="list-style-type: none"> <li>• /s/or/ - /oar/ creates “or” sound</li> </ul>	<p><b>PORE</b> – “small skin opening to let sweat out’</p> <ul style="list-style-type: none"> <li>• /p/or/ - silent e forces long vowel /o/</li> </ul> <p><b>POOR</b> – “having no money’</p> <ul style="list-style-type: none"> <li>• /p/or/ - “oor” creates “or” sound</li> </ul> <p><b>PAW</b> – ‘the padded foot of a dog or cat’</p> <ul style="list-style-type: none"> <li>• /p/or/ - “aw” creates “or” sound</li> </ul> <p><b>POUR</b> – ‘tip fluid from a container’</p> <ul style="list-style-type: none"> <li>• /p/or/ - “our” creates “or” sound</li> </ul>
<p><b>SORT</b> – ‘arrange items in order’</p> <ul style="list-style-type: none"> <li>• /s/or/t/</li> </ul> <p><b>SOUGHT</b> – past tense of ‘search’</p> <ul style="list-style-type: none"> <li>• /s/or/t/ - ‘ough’ sound creates “or”</li> <li>• <b>Silent /gh/</b></li> </ul>	<p><b>FORT</b> – “a protected military building”</p> <ul style="list-style-type: none"> <li>• /f/or/t/</li> </ul> <p><b>FOUGHT</b> – past tense of ‘fight’</p> <ul style="list-style-type: none"> <li>• /f/or/t/ - ‘ough’ sound creates “or”</li> <li>• <b>Silent /gh/</b></li> </ul>

**MORE OF THE "OR" SOUND – THE 'AUGH' COMBINATION**

<p><b>CAUGHT</b> – past tense of ‘catch’</p> <p>FIRST sound in <b>CAUGHT</b> is / k / “kuh” sound</p> <p>SECOND sound is / augh / ‘or’ sound</p> <ul style="list-style-type: none"> <li>• <b>silent ‘gh’</b></li> </ul> <p>THIRD sound is / t /</p> <p>Explain as <b>CAUGHT</b> as /k/or/t/</p>	<p><b>NAUGHTY</b> – 2 Syllable Sound “naught-y”</p> <p>FIRST sound in <b>NAUGHTY</b> is / n / “nn” sound</p> <p>SECOND sound is / augh / ‘or’ sound</p> <ul style="list-style-type: none"> <li>• <b>silent ‘gh’</b></li> </ul> <p>THIRD sound is / t / “tuh”</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> syllable is /y/ as a short vowel ‘i’ sound</li> </ul> <p>Explain as <b>NAUGHTY</b> as /n/or/t/-/y/</p>
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**DOUBLE SYLLABLE – LEARNING EITHER SHORT OR LONG VOWEL**

<ul style="list-style-type: none"> <li>• If the <u>first syllable ends in a <b>consonant</b></u>, then the vowel is SHORT (eg, mid-dle)</li> </ul>	<ul style="list-style-type: none"> <li>• If the <u>first syllable ends in a <b>vowel</b></u>, then the vowel is LONG (eg, bi-ble)</li> </ul>
<p><b>TICKLE</b> (TIC-KLE)</p> <ul style="list-style-type: none"> <li>• FIRST syllable ENDS in /k/ “c” consonant <b>First vowel is short</b></li> <li>• SECOND syllable is /kle/</li> </ul> <p>Explain TIC-KLE <b>with short vowel</b></p>	<p><b>FABLE</b> (FA-BLE)</p> <ul style="list-style-type: none"> <li>• FIRST syllable ENDS in /a/ ‘a’ vowel <b>First vowel is LONG</b></li> <li>• SECOND syllable is /ble/</li> </ul> <p>Explain FA-BLE <b>with long vowel</b></p>
<p><b>TINGLE</b> (TIN-GLE)</p> <ul style="list-style-type: none"> <li>• FIRST syllable ENDS in /n/ “n” consonant <b>First vowel is short</b></li> <li>• SECOND syllable is /gle/</li> </ul> <p>Explain TIN-GLE <b>with short vowel</b></p>	<p><b>STEEPLE</b> (STEE-PLE)</p> <ul style="list-style-type: none"> <li>• FIRST syllable ENDS in /ee/ ‘ee’ vowel <b>First vowel is LONG</b></li> <li>• SECOND syllable is /ple/</li> </ul> <p>Explain STEE-PLE <b>with long vowel</b></p>
<p><b>DANGLE</b> (DAN-GLE)</p> <ul style="list-style-type: none"> <li>• FIRST syllable ENDS in /n/ “n” consonant <b>First vowel is short</b></li> <li>• SECOND syllable is /gle/</li> </ul> <p>Explain DAN-GLE <b>with short vowel</b></p>	<p><b>IDLE</b> (I-DLE)</p> <ul style="list-style-type: none"> <li>• FIRST syllable ENDS in /i/ ‘i’ vowel <b>First vowel is LONG</b></li> <li>• SECOND syllable is /dle/</li> </ul> <p>Explain I-DLE <b>with long vowel</b></p>

<p><b>BOTTLE</b> (BOT-TLE)</p> <ul style="list-style-type: none"> <li>FIRST syllable ENDS in /t/ “t” consonant First vowel is short</li> <li>SECOND syllable is /tle/</li> </ul> <p>Explain BOT-TLE <b>with short vowel</b></p>	<p><b>EAGLE</b> (EA-GLE)</p> <ul style="list-style-type: none"> <li>FIRST syllable ENDS in /ea/ ‘ee’ vowel First vowel is LONG</li> <li>SECOND syllable is /gle/</li> </ul> <p>Explain EA-GLE <b>with long vowel</b></p>
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<b>THREE Syllable words</b>	
<p>When you explain these words to your child, form the words and clap the syllables while saying them. You can write them as below (with dashes) to help you child realise the break points.</p>	
<p><b>POTATO</b> (PO-TA-TO)</p> <p>- Each syllable ends in a vowel, which makes a long vowel sound</p>	<p><b>TOMATO</b> (TO-MA-TO)</p> <p>Each syllable ends in a vowel, which makes a long vowel sound</p>
<p><b>BANANA</b> (BA-NA-NA)</p> <p>Each syllable ends in a vowel, which makes a long vowel sound</p>	<p><b>CUCUMBER</b> (CU-CUM-BER)</p> <p>FIRST syllable ends in vowel – long vowel sound</p> <p>SECOND syllable end in consonant – short vowel</p> <p>THIRD syllable ends in consonant – short</p>

<b>PRACTISE WITH SYLLABLES</b>	
<p><b>Help your child to discover the ‘breakpoint’ between the two syllables.</b></p> <p><b>COVER the 2<sup>nd</sup> syllable – so your child can read the first, then reveal the 2<sup>nd</sup> syllable.</b></p>	
<p><b>MOTHER</b> ... (MOTH-ER)</p> <p>Cover the SECOND syllable and ask your child to read the first syllable.</p> <p style="text-align: center;"><b>MOTH</b> - /m/uh/ short vowel</p> <p>reveal the 2<sup>nd</sup> syllable and ask for the full word</p> <p style="text-align: center;"><b>MOTH-ER</b></p>	<p><b>FATHER</b> ... (FATH-ER)</p> <p>Cover the SECOND syllable and ask your child to read the first syllable.</p> <p style="text-align: center;"><b>FATH-</b> /f/ar/th/ short vowel</p> <p>reveal the 2<sup>nd</sup> syllable and ask for the full word</p> <p style="text-align: center;"><b>FATH-ER</b></p>
<p><b>BROTHER</b> ... (BROTH-ER)</p> <p>Cover the SECOND syllable and ask your child to read the first syllable.</p> <p style="text-align: center;"><b>BROTH-</b> /br/u/th/ short vowel</p> <p>reveal the 2<sup>nd</sup> syllable and ask for the full word</p> <p style="text-align: center;"><b>BROTH-ER</b></p>	<p><b>SISTER</b> ... (SIS-TER)</p> <p>Cover the SECOND syllable and ask your child to read the first syllable.</p> <p style="text-align: center;"><b>SIS-</b> /s/i/s/ short vowel</p> <p>reveal the 2<sup>nd</sup> syllable and ask for the full word</p> <p style="text-align: center;"><b>SIS-TER</b></p>

<p><b>UNCLE ... (UN-CLE)</b></p> <p>Cover the <b>SECOND</b> syllable and ask your child to read the first syllable.  <b>UN-</b> /u/n/ short vowel</p> <p>reveal the 2<sup>nd</sup> syllable and ask for the full word.</p> <p style="text-align: center;"><b>UN-CLE</b></p>	<p><b>AUNTY ...</b></p> <p>A two syllable word – sounds like “arnt”</p> <p>“au” creates /ar/ sound ‘ah’</p> <p>“nt” creates “nnt’ sound</p> <p>“Y” on the end creates short vowel /i/</p> <p style="text-align: center;"><b>AUNT-Y</b></p>
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ONSET and RIME	
<p><b>BOUGHT</b></p> <p><b>b-ought</b> is <b>BOUGHT</b></p>	<p><b>CAUGHT</b></p> <p><b>c-aught</b> is <b>CAUGHT</b></p>
<p><b>THOUGHT</b></p> <p><b>th-ought</b> is <b>THOUGHT</b></p>	<p><b>NAUGHTY</b></p> <p><b>n-aughty</b> is <b>NAUGHTY</b></p>

PUNCTUATION
<p><b>Speech marks</b></p> <ul style="list-style-type: none"> <li>I thought, "I'll make a bed with some soft straw".</li> </ul> <p><b>Indicates that the boy is talking to himself</b></p> <p><b>Comma</b></p> <ul style="list-style-type: none"> <li>“His paw was so sore, he had to drink from a straw.”</li> </ul> <p><b>Indicates a slight pause in the reading</b></p>

## SYLLABLES and TENSE

**If you are discussing YOURSELF, then it is phrased ...**

- **“I will”** (future) and **“I am”** (present) and **“I have”** (past)
- or
- **“I’ll”** (future) and **“I’m”** (present) and **“I’ve”** (past)
- 

**If you are describing a GROUP including yourself, then it is phrased ...**

- **“We will”** (future) and **“We are”** (present) and **“We have”** (past)
- or
- **“We’ll”** (future) and **“We’re”** (present) and **“we’ve”** (past)

**If it is another person (or thing), it is ...**

- **“He will”** (future), **“He is”** (present) and **“He has”** (past)
- or
- **“He’ll”** (future), **“He’s”** (present) and **“He’s”** (past)

**If it is a GROUP of other people, it is ...**

- **“They will”** (future), **“they are”** (present) and **“they have”** (past)
- or
- **“They’ll”** (future), **“they’re”** (present) and **“they’ve”** (past)

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

**ASK your child to create a sentence for each of the future, present and past tense**

Future: “My bird **will DRINK** from the bowl.”

Present: “My bird **is DRINKING** from the bowl”

Past: “My bird **DRANK** from the bowl”

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

**ASK your child to create a sentence for each of the future, present and past tense**

Future: “I **will THINK** about my bird.”

Present: “I **am THINKING** about my bird.”

Past: “I **have THOUGHT** about the bird.”

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

**ASK your child to create a sentence for each of the future, present and past tense**

Future: “I will **BUY** a bird.”

Present: “I am **BUYING** a bird”

Past: “I have **BOUGHT** a bird.”

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

**ASK your child to create a sentence for each of the future, present and past tense**

Future: “I will **TEACH** my dog a trick.”

Present: “I am **TEACHING** my dog a trick.”

Past: “I have **TAUGHT** my dog a trick.”



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## Book 32 Worksheets

### A Pup in the Straw - the "or" sound

Sound each syllable separately	Then blend, stressing the vowel.	Then say as a blended whole word	
s ore	s-ore	sore	
p aw	p-aw	paw	
th aw	th-aw	thaw	
dr aw	dr-aw	draw	
cl aw	cl-aw	claw	
str aw	str-aw	straw	
naugh ty	naugh-ty	naughty	
<b>Sight words</b>			
<b>where</b>	want	come	comes
one	were	was	said



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## Missing Letters

Parent says the words (**saw, paw, thaw, claw, sore, draw**) and sounds each one out and asks the child to fill in the missing letter.

s \_ w

pa \_

th \_ \_

cla \_ w

s \_ re

\_ \_ aw

Ask your child to re-arrange the letters to form a word – help them by “saying and sounding” each word (**saw, paw, thaw, claw, sore, draw,** )

wsa

\_ \_ \_

wap

\_ \_ \_

what

\_ \_ \_ \_

wcla

\_ \_ \_ \_

reos

\_ \_ \_ \_

awrd

\_ \_ \_ \_

Read the sentence, and ask your child to write the words in correct order below (**The poor cat fell off, and caught his claw.**)

poor The off, cat fell  
caught and claw. his

\_ \_ \_ \_ \_

\_ \_ \_ \_ \_



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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

I, straw, paw, saw, claw, draw, thaw, naughty, caught,  
would, like, bought, thought, bird, liked, lost, drink  
was, so, 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.

fall, falling, fell

The poor cat \_\_\_\_\_ off.

The poor cat will \_\_\_\_\_ off.

The poor cat is \_\_\_\_\_ off.



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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.

**sore, soar - pore, poor - paw, pour - sort, sought - fort, fought**

my pup has a sore paw	s__e	a bird can soar high in the sky	s__r
I saw a bee! I saw a bee!	__w	My dog has a sore paw	s__e
a pore lets you sweat	p__e	my poor dog is sick	p__r
my dog has a cut paw	__w	I pour water from a jug	__r
I will sort out my toys	s__t	I sought Mum's help to fix a toy	s__ght
an army fort is on a hill	f__t	the army fought a battle	f__gh_
The army went forth	f__th	Fourth comes after third	f__rth
I threw the ball	thr__	The ball went through the window	thr_____



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## 1 Syllable words with /oa/ long vowel /o/ sound

The vowel blend has the "oh" sound

1. Sound each syllable separately	2. Then blend, stressing the vowels	3. Then say as a blended whole word
m oa n	m oa n	moan
gr oa n	gr oa n	groan
f oa m	f oa m	foam
r oa d	r oa d	road
l oa d	l oa d	load

## Ough, augh words sounding "or"

The ough is a single sound "or"

b ough t	b ough t	bought
th ough t	th ough t	thought
c augh t	c augh t	caught
n augh ty	n augh ty	naughty
d augh ter	d augh ter	daughter



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**Adding “ly” to make 2 syllable words**  
**Adding “ly” changes a noun or adjective to a verb**

mad	mad ly	madly
hill	hil ly	hilly
bad	bad ly	badly
late	late ly	lately
love	love ly	lovely
like	like ly	likely
lone	lone ly	lonely
shy	shy ly	shyly
full	ful ly	fully
curl	cur ly	curly
gay	gai ly	gaily
day	dai ly	daily



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## Words with “or” sound

The “or” sound can be spelled FOUR different ways.

BUT: The multi-syllable words are **all built on these basic words**.

Read through each column with your child. This is a memory challenge.

**This is challenging and will be revised.**

“oor”	“aw”	“or”	“au” & “ou”	“ore”
door	saw	sort	four	more
poor	jaw	fort	pour	sore
floor	thaw	port	ca <u>u</u> ght	wore
moor	claw	short	ta <u>u</u> ght	store
indoor	draw	sport	bought	score
	outlaw	report	fought	before
	chainsaw	resort	sought	ignore
		effort	thought	restore
		support	brought	explore
			da <u>u</u> ghter	anymore
			sla <u>u</u> ghter	



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## On the Farm - the Dog called Boom

“I’m going into town,” Uncle Tom said, ‘so don’t get into trouble.”

We all nodded – my brother Pete, sister Jima, and the dog called Boo – and after Uncle left, Pete came up with an idea to fill in the time.

“We could go fishing,” Pete said, “go fishing in the dam and see what we catch.”

I shook my head. “There’s no lines, no hooks, no bait.”

“Don’t need them,” he said, “you throw a stick of dynamite into the water, then it blows up and next thing, there’s fish flying through the air. There’s dynamite in the shed. I know where Uncle hides the key.”



Jima nodded, the dog barked, and I finally agreed. “But if it all goes wrong,” I said, “I’ll tell them it was your idea.”

So we started. Pete found the key and took a stick of dynamite, we all went to the dam and stood at the edge.

“You light it,” said Pete, “I’ll throw it, right into the middle of the dam.”

He stood in position, and I struck the match, and lit it. Instantly the fuse burst into sparks, and the dog went crazy, snapping at the flames and running in circles.

“THROW IT!!!!” Jima and I both screamed, and I grabbed her and ran for the tree. Pete threw it, and we watched it twist through the air. Then the dog barked. A game!! Fetch the Stick!! Never before has a dog run so fast, chasing the stick to bring back for Pete.



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“Oh no”, we all moaned; the dog gave a massive jump, and caught the burning dynamite between its teeth. It had the stupidest grin I have ever seen. Then it started back to us

“Run,” I shouted, “head for home.” I grabbed Jima’s hand and ran, then Pete ran past with horror on his face – and the dog also went past, trying to give the stick back to Pete. Such a fun game!



By then we were back at home. Pete shut the gate, which locked the dog out, and the dog dropped the dynamite outside the gate.

“Hide,” I said, “pretend it’s not happening.” So we crawled under the bed and waited.

“Whhooompf” came a noise, and we knew it had gone off. It was dead silent – no birds, no bees, not a sound.

“What happened to my gate?” Uncle asked when he got back. “Looks like it’s been wrecked by a truck or something.”

We all stood around and scratched our heads. “I dunno,” said Pete, “maybe a truck or something”.

It was days before the dog returned; its face was black, its whiskers were gone, and its hair on one side was burnt to a crisp. And it *still* had the stupidest grin I have ever seen.

“We should give him a new name,” Pete said, “instead of Boo, we’ll call him Boom.”

And that’s how the Boo dog became Boom.

straw straw straw straw

straw straw straw straw

straw straw straw straw

paw paw paw paw

paw paw paw paw

paw paw paw paw

saw saw saw saw

saw saw saw saw

saw saw saw saw

claw claw claw claw

claw claw claw claw

claw claw claw claw

draw draw draw draw

draw draw draw draw

draw draw draw draw

I had a naughty pup

I had a naughty pup

I had a naughty pup

with a cut paw. His

with a cut paw. His

with a cut paw. His

paw was so sore, he had

paw was so sore, he had

paw was so sore, he had

to drink from a straw.

to drink from a straw.

to drink from a straw.

to drink from a straw.

to drink from a straw.

I thought, "I'll make a bed  
with some soft straw". I  
gently put in my naughty  
pup with the sore cut paw.

I thought, "I'll make a bed

with some soft straw". I

gently put in my naughty

pup with the sore cut paw.

I thought, "I'll make a bed

with some soft straw". I

gently put in my naughty

pup with the sore cut paw.



# Fantastic Phonics

Puzzles

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## Book 32 Puzzle – Style 1

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

### Words used

BOUGHT  
CAUGHT  
CLAW  
DRAW  
DRINK  
LIKED  
LOST  
NAUGHTY  
PAW  
PLAYING  
POOR  
SEE-SAW  
STRAW  
THAW  
THOUGHT

## Book 32 Puzzle – style 2

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

### Words used

BOUGHT  
CAUGHT  
CLAW  
DRAW  
DRINK  
LIKED  
LOST  
NAUGHTY  
PAW  
PLAYING  
POOR  
SEE-SAW  
STRAW  
THAW  
THOUGHT

