

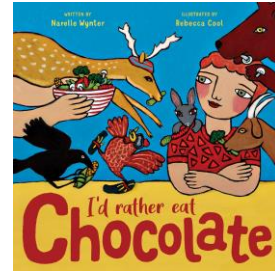
## Fun Reads 4 Kids – I'd Rather Eat Chocolate

### Foundation

English

Phonics and word knowledge

[www.funreads4kids.com.au](http://www.funreads4kids.com.au)



## Phonics and word knowledge

### Teacher notes:

Explore different parts of words with students working from larger to smaller elements.

- Explore orally
- Explore visually on whiteboard or by using pages from story
- Explore with whole body movements

### Ask students:

What is a sentence?

What is a word?

What is a syllable?

What is a sound?

### Segmenting words into syllables:

### Teacher notes:

#### Materials needed:

- Some form of simple musical instrument eg. Bongo drums, tapping sticks, triangle

#### Instructions:

- Model how to tap out syllables/beats in 1-3 syllable words and pass relevant instrument to students to take turns. Randomly present orally, 1-3 syllable words from the below list

### One syllable

strong

meat

park

school

goats

eat

might

### Two syllables

veggies

lion

crunchy

later

jumping

rather

mushroom

### Three syllables

crocodile

excellent

zucchini

totally

happily

broccoli

together

### Generating rhyming words:

#### Teacher notes:

- While reading 'I'd Rather Eat Chocolate', point out some of the rhyming words.
- Explore on whiteboard, how many rhyming words look the same at the end but not always (eg park - dark; sigh-fry).
- Can students put their hands on their head when they hear a rhyming word as the story is read (or use whatever kinesthetic body movement you prefer).
- Once the story is finished, provide words (orally) from the below list for students to take turns creating real or nonsense rhyming words (orally):

eat

bunny

game

goat

friend

swim

day

night

true

jump

tree

taste

while

park

school

room

corn

dad

## Isolating initial sounds in words:

### Teacher notes:

- After reading 'I'd Rather Eat Chocolate', explore initial sounds in single syllable words.
- Encourage students to LISTEN for the SOUNDS with their ears, rather than thinking about the LETTERS a word might start with.
- Use coloured squares/blocks/shapes to represent sounds rather than letters

Eg. Dark is represented by d ...ar...k



Might is represented by m....igh....t



- Ask students to take turns to say the initial sound of a word out loud - they may be assisted by you isolating each sound visually using the shapes/blocks/coloured card. Long sounds (eg w,n,l,r,m,z) can be drawn out to provide extra cueing.

cake

meat

day

wild

night

park

nice

leaves

cool

goats

hoop

bears

love

peas

zoom