

Section 1.5 – Reading Non-Phonetic Words

Objectives:

- Use the phonetic symbols to help the students read non-phonetic words. Introduce prompting.
- Practice reading short sentences.
- Develop reading comprehension skills.
- Develop critical and creative thinking skills.

Materials:

1. Rocket Phonics book
2. Rocket Phonics Play & Read Cards to review any sounds as needed

Teach:

- Read each sentence below the picture. After each sentence, discuss whether or not that sentence describes what is in the picture. If the sentence does not, decide what words would describe what is in the picture.
- The Rocket Phonics prompting system: We have learned to read words written the way they sound, phonetically. Now we are going to read non-phonetic words by prompting them. We call these prompts *helpers*. You'll see more about this on the next page.
- The Rocket Phonics prompting system is simple. However, many children have been taught that they should guess at the word. Others have been told sometimes letters have one sound and sometimes they have another. The Rocket Phonics system is consistent, but many students are not used to having to apply any system consistently. You may have to reinforce the system repeatedly. Let them know that every person needs to look up a word from time to time -- even you. What is important is that they know the system so they can figure out the word and not have to guess.

Purpose:

Build reading stamina. Students read a sentence and get an emotional reward.

Practice:

Read the prompted words. Show the students how the prompting rules are being used in this list of words.

Prompting Rules

1. **Never sound faded-out letters.**
2. **Sound out the symbol underneath the faded-out letter.** For example: in the word *made* the *a* is faded and an ay is underneath so the sound is like the *a* in *ape* rather than the *a* in *apple*. The *e* is faded with nothing underneath because this letter makes no sound in this word.
3. **A two-letter symbol underlined makes one sound.** In the word *may* we will simply underline the ay rather than fade both and retype them underneath with the underline.

Section 1.5

Prompting (Rocket Phonics Helpers)

Words are not always spelled the way they sound. Our next step is to correct the words to show how they sound. We call this prompting, and we call the prompts *helpers*. We print prompted words in blue.

We prompt, or use helpers, four ways: First, we print the word in blue. Second, we **underline** to show when two letters make one sound, like this: day. The *a* and *y* make the *long a* sound, as in *ape*. Third, we **gray out** letters that make no sound, like this: *when*. Last, for those letters that make completely different sounds, we gray out those letters and **place the sounds underneath**, like this: *laugh*.

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You might **introduce your child to the helpers**, like this: “Rocket Phonics is a special book. In Rocket Phonics you have helpers. Your helpers are the sounds you’ve already learned in the games we played, and now you can use them to read. When these 36 sounds are printed in blue, or as small black letters beneath, they *always* have the same sound. So if the letter is blue, it keeps its sound. If the letter is gray, that means it loses its color, and it loses its sound. Look under the letter for your helper, and you’ll know exactly how to say that sound. And if nothing is under a gray letter, that letter is silent.”

You will find children pick this up very quickly. Here is a fun way to remember this:

If it's printed in blue,
Its sound is true.
If it's printed in gray,
Look below for what to say.

(Poem created by Elizabeth Saipe, B.Ed., remedial consultant, homeschool parent and home education facilitator, Alberta, Canada)

Perhaps your child is older or just doesn’t like calling the prompts *helpers*. Another way to introduce the prompts is to say, “Rocket Phonics is a special book; it has a *secret code*! You can learn the code and use it to read words. With the code you’ll be able to learn to read very quickly and easily.”

Ask your child to use the helpers to read the words below.

down eat know
 oa give five again from
 ie u e u

any me own like my can come of
e ea ea oa ie k k u uv