

# Roy The Annoying

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### **Why is phonics important to learn?**

The English language seems like it is full of a lot of crazy pronunciations and spelling. While a small amount of English must be rote learned due to exceptions from rules, much of it can be decoded using phonics. When you know phonics, you are like a detective following clues to solve a mystery. In this series, we use only words that your little reader will be able to break down into standard phonemes. This will build reading confidence while strengthening their phonics foundation.

### **Is this the right level for my little reader?**

If your reader can decode about 90% of the words in this book independently, this will be an appropriate platform to begin their study of phonics. By understanding a majority of the words, a reader can use context to decode new terms. If a reader breezes through, you might need to take them up another level. If this level is still a bit too tricky for them, get your reader to try some of the earlier levels first. Challenges can be good, but too much too quickly could overwhelm your reader. Take things slow and steady. Enjoy the books and the journey together!

### **How can I be a good learning buddy for my reader?**

If you are helping somebody to read this book, there are plenty of ways that you can go about it. Do the initial exercises together before you begin to read so that you have both experienced the isolated sounds and discussed them. If the reader gets stuck, cover up all but the first phoneme in the word so that the sound can be isolated again. Slowly move along and reveal more phonemes. Once they can say each individual part of the word, you can focus on blending. Say the words so that they can hear them, and get them to repeat it out aloud several times. To consolidate knowledge after you finish a page, talk about what happened and what is in the picture. Then, try saying some of the words on the page and see if the reader can identify them. Get the reader doing this as well, saying words which you need to find. Above all, you should be patient. Create a safe place to make mistakes so that the reader is willing to give things a go.

### **Special Words**

This book has some special words that you should take your reader through before you begin. Many special words are those that we use in day-to-day conversation. Unfortunately, a lot of their phonetic structures do not conform to rules that your reader has learned. These words can be frustrating and confusing, but they are also a part of natural reading, writing, and conversation.

**to, the, go, she, do, doing, so, of, today, no**

Say each word to your reader a few times so that they can get used to its sound. Get them to repeat it back to you. Afterwards, see if your reader can think of any words that rhyme with this sound in order to help lock in how to pronounce it. Finally, think of some basic sentences that use this word. For example, if the word is 'the' you can create basic sentences with a subject, verb, and object: "The hat is on the table."



Roy is a very annoying boy.  
He keeps a sling shot in his  
pocket. He always hits us  
with things.

If we want to play, he stops  
us from having fun.



Roy's house is near the playground.

If we go down to play, he can see us from his window. He always knows. He turns up in our first game.

Mom says that he is just  
lonely. He might not know  
how to be a good pal.

She says that if we are nice  
to him, Roy will get better.

We tried. It was not true.





If we want to go down the  
slide, Roy runs up to the top.  
He likes to stop us from  
doing things.

That Roy is so annoying.



If we want to go on the swings, Roy stands next to them. If we try to go on, we know that he will kick and punch us.

Roy is so mean.

I am so sick of getting hit by  
things from Roy's sling shot.

It is time to act. Today, we  
will not have to deal with Roy  
the annoying.





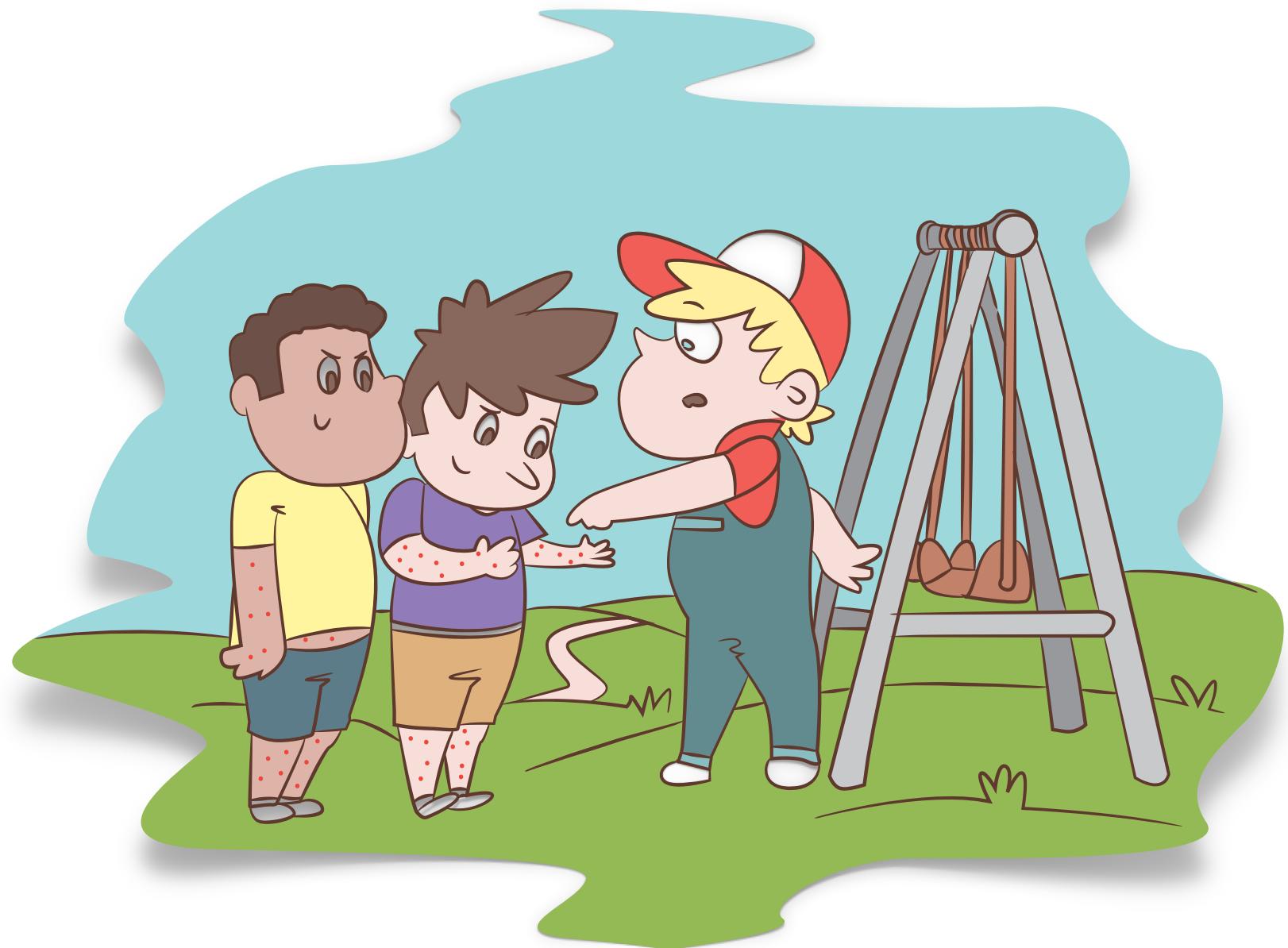
We go home and get our red markers. We draw spots all over our skin. It looks like measles.

Measles are easy to catch from sick children.



We went to the slide. Roy ran up like always. Then, Roy saw the red spots. He cried out, and got off the slide. We slid down.

We went to the swings. Roy  
wanted to stop us, but he  
was looking at our red spots.  
He did not dare.





We chased Roy around the park. He did not like it at all. He ran all the way back to his house.

We showed him.

No annoying Roy today.

Hooray!

We can do what we like! It is  
a fantastic day.





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