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Phonics—the connections between letters and the sounds they represent—has a place in any balanced literacy program. Phonics instruction requires that children memorize a core body of information about sound-spelling rules, which then leads to automatic decoding. For instance, once children recognize *ch*—as making the “*ch*” sound, they can read words like *chair* and *cherry* with greater ease.

Each child learns differently, and many children benefit from this type of explicit instruction. When children learn that words contain recognizable individual letters or letter combinations that usually have the same sound wherever they appear, they’ve taken an important step on the road to reading fluency. Focusing on phonics helps build children’s understanding of how words work. As they begin to encounter longer words, young learners will quickly recognize these letter combinations and the corresponding sounds. Quick recognition leads to faster decoding, which leads to increased fluency and better comprehension (when the brain is not focused on decoding, it is freed up for more higher-level thinking).

This book introduces, teaches, and reinforces 50 common phonics and structural analysis skills. Each page focuses on a specific skill and invites children to write the target letters on lines to complete words in the poem. The 50 skills fit into six areas of phonics learning:

- Short vowels (such as *a* in *cat*)
- Long vowels and silent *e* (such as the vowel digraph *-ay* in *say* and the CVCE pattern in *pine* and *cave*)
- Variant vowels and diphthongs (such as *oo* in *book* and *oy* in *boy*)
- Consonant blends (such as *bl-* in *blanket*)
- Consonant digraphs (such as *ch-* in *chair*)
- Structural analysis (such as the suffix *-ing* in *cooking* and the prefix *un-* in *unhappy*)

Children will benefit from the repeated practice in writing the target letters and letter combinations on the lines and reading the resulting words. The poems are great for flexible use and work well for any group configuration, whether whole class, small group, one-on-one, or independent. However you use each page, the final result is a fun, engaging poem with plenty of sight words and easy-to-decode words—perfect for read-aloud practice. Poems feature predictable, rhyming text and tie in to popular themes such as seasons, animals, all about me, following directions, and numbers.

To further reinforce the skill, an interactive extension activity based on the poem is provided at the bottom of each page. Children can use crayons or markers to complete these activities and personalize their learning.

With these fun, motivating poems, you’ll enjoy watching children’s reading confidence grow as they work their way though each page!
Using This Book

The word banks on pages 8–10 contain lists of teachable words for the phonics and structural analysis skills featured in this book.

Each poetry page targets a different skill (see Contents, page 3). To use, simply reproduce the page (or pages) of your choice and give them to children to create their very own phonics poem and picture. You might follow these five steps:

1. Give each child a copy of the same page. Ask: What letters do you think are missing in the words on this page? (Children can find the target skill and letters at the top right corner of the page.) What sound do these letters make? (Check that children know the sound before continuing.)

2. Now say: Some words in this poem are missing these important letters. Write those letters on the lines to finish the words. Then you'll have a complete poem.

3. Read the completed poem aloud as a group. Encourage children to track the print with their fingers. Read the poem aloud several times until all children are reading along.

4. Introduce the activity at the bottom of the page and encourage children to complete it with crayons or colored pencils.

5. Children might keep all their completed phonics poem pages in a folder. When they have completed all fifty poems, pages can be bound together into a book for children to take home and read with their families.
Group Spelling Bee

With a stack of index cards and a thick marker, you can create games that will reinforce phonics goals and spelling patterns in a fun and physical way all year long. Take 26 index cards and write a different letter of the alphabet on each one. Then use the table of contents to find letter combinations from the poetry pages to include (such as ai, oo, ch, and -ing) and write those on single index cards, using a different color than you used for the alphabet cards. When teaching ch-, for instance, give one child the ch- card and the rest of the children the alphabet cards (depending on class size, children may share cards or hold more than one card). Then call out a ch- word from the poem (children, choose, chips, and so on). Children who are holding letters needed in the word get up and put themselves in the correct order, holding up their cards for the rest of the group to see. Each says their letter aloud in order, then says the word they are spelling.

Read, Read, Read

There are different ways to help children build fluency as they practice reading each poem. Copy the poem onto chart paper (or use sentence strips and a pocket chart). Read it several times aloud, tracking the print with your finger or a pointer and inviting children to join you as they are able. Then divide the group into two and have each group alternate reading the lines aloud. Or, invite children to read the poem in different voices: softly, loudly, quickly, slowly, baby voice, deep voice, squeaky voice, and so on. They can also pantomime as they read (for instance, in the “ee” poem on page 20, they can pretend to steer a car and beep a horn).

Poetry Reading

Once you have completed about half the pages, celebrate by holding a classroom poetry reading! Each child picks one poem to practice reading aloud for the group. (Children can also do this in pairs.) Invite families and serve snacks at the “reception”!

Touchy Letters

Fill a shallow container with sand or cornmeal for children to use for letter tracing. For instance, on the day you are teaching the vowel combination oo, let children use their fingers to trace the letters oo into the sand as you read aloud broom, food, mood, and so on. Depending on children’s ability, they might write the entire word as you dictate.
Phonics Hot Potato

Write some or all of the words from one section of the word lists (pages 8–11) on chart paper. For instance, when teaching oo, write zoom, boo, hoot, moo, and snooze (or more) on the chart. Have children sit in a circle so they can all see the list, then read it together. Next, toss a plastic potato (or ball) to one child, saying the target sound “oo.” The child who catches the potato reads aloud one of the words on the list, says “oo,” then tosses the potato to another child, who reads a different word on the list. (Each word can be used only once.) Continue until every child has had a turn or until all of the words on the list have been named.

Phonics Treasure Hunt

Before introducing a poem, write all the words from the corresponding word bank onto slips of paper (one word per slip). Hide the slips of paper around the room while children are away. Then, as they enter, challenge children to find the hidden words and bring them to their desk or the circle. Examine the words together, list them on the board or chart paper, and guide children to understand what the words have in common (the target phonics sound). Then introduce the poem.

Phonics Bingo

Copy the Bingo game board on page 62 (one per child). Write a list of target words on the board or chart paper and invite children to write them on their grids in any spaces they choose (one word per space). Each child’s grid will look different. Then call out the words randomly, pointing to each one and putting a check mark next to it once you’ve named it. If children have the called word on their game board, they put an X on that square (or color it with a crayon). When a child matches four words in a row, he or she calls “Bingo!” If desired, play until you get to “blackout” (when the words on all of the grids are crossed out or colored in).

Phonics Cheer

Use page 63 to lead your group in a class cheer. The cheer will work for any two-letter combination, such as long vowel digraphs, variant vowels, and consonant blends and digraphs. Copy the page (one per child or pair) and help children choose an appropriate letter combination to use in the cheer. Then have them fill in the letters and words to complete the cheer. Finally, invite children to share their cheer and lead the class in reciting it a few times together.

For example:

Hey, hey,
what do you say?
Can you make words with
br, br, br.
I can make bread,
brown, and brush.
Good for me—
Hooray! Hooray!
**Word Banks**

**short a**
bad, bag, bat, cab, can, cap, cat, dad, fan, fat, gas, had, ham, hat, jam, lap, mad, man, map, mat, nap, pad, pal, pan, pat, rag, ram, ran, rap, rat, sad, sat, tag, tan, tap, van, wag

**short e**
bed, bet, fed, get, hen, jet, led, leg, let, men, met, net, pen, pet, red, set, ten, vet, web, wet, yes, yet

**short i**
bib, big, bit, did, dig, dip, fin, fit, hid, him, hip, hit, kid, kit, lid, lip, lit, pig, pin, pit, rib, rid, rip, sit, six, tip, wig, win, zip

**short o**
box, cob, cot, dot, fog, fox, got, hog, hop, hot, job, jog, log, lot, mom, mop, not, pod, pop, pot, rod, sob, top

**short u**
bud, bug, bun, bus, but, cub, cup, cut, dug, fun, gum, hug, hut, jug, mud, mug, nut, pup, rub, rug, run, sub, sum, sun, tub, tug

**-ai**
laid, maid, paid, raid, braid, bail, fail, hail, jail, mail, nail, pail, rail, sail, tail, wail, frail, frail, quart, snail, trail, main, pain, rain, vain, brain, chaint, drain, grain, plain, slain, strain, train, faint, paint, saint, taint, quaint, raise, praise, bair, gait, wait, strain, trait

**-ay**
bay, day, gay, hay, jay, lay, may, nay, pay, ray, say, way, clay, fray, gray, play, pray, slay, spray, stay, stray, sway, tray

**-ea**
pea, sea, tea, fleas, plea, beach, leach, peach, reach, teach, bleach, breach, preach, lead, read, knead, plead, beak, leak, peak, weak, bleak, freak, sneak, speak, squeak, streak, tweak, deal, heal, meal, peal, real, seal, teal, veal, zeal, squeal, steal, beam, ream, seam, team, cream, dream, gleam, scream, steam, stream, bean, dean, jean, lean, mean, wean, clean, glean, heap, leap, reap, cheap, cease, lease, crease, grease, beast, feast, least, yeast, beat, feat, heat, heat, meat, neat, peat, seat, beat, cheat, cleat, pleat, treat, wheat, heat, sheath, wreath, heave, leave, weave, cleave, sheave

**-ee**
bee, fee, knee, lee, see, tee, wee, lee, free, glee, spree, three, tree, beech, leech, breech, screech, speech, deed, lead, heed, need, reed, seed, weed, bleed, breed, creed, freed, greed, speed, tweed, leek, meek, peek, reek, seek, week, cheek, creek, sleek, feel, heel, kneel, peel, reel, steel, wheel, deem, seem, teem, keen, seen, teen, green, queen, screen, beep, deep, jeep, keep, peep, seep, weep, cheep, creep, sheep, sleep, steep, sweep, beet, feet, meet, fleet, greet, sheet, sket, sleet, street, sweet, tweet, breeze, freeze, sneeze, squeeze, tweeze, wheeze

**-oa**
coach, poach, roach, broach, load, road, toad, soak, cloak, croak, coal, foal, goal, foam, loam, roam, loan, moan, groan, boast, coast, roost, toast, oat, boat, coat, goat, moat, bloat, float, gloat, throat

**-ow**
bow, know, low, mow, row, sow, tow, blow, crow, flow, glow, grow, bow, show, slow, snow, stow, known, mown, sown, blown, flown, grown, shown, thrown
Silent e (a_e)
ace, age, bake, base, blade, blame, blaze, brace, brake, brave, cage, cake, came, cane, cape, case, cave, chase, 
crane, crate, date, daze, drape, face, fade, fake, fame, flake, flame, frame, game, gate, gave, gaze, glaze, grace, 
grade, grape, grate, grave, haste, hate, haze, jade, lace, lake, lame, lane, late, made, make, male, mane, mate, 
name, pace, page, pale, pane, passage, pave, place, plane, plate, quake, race, rage, rake, rate, rave, safe, sake, 
sale, same, save, scale, scrape, shade, shake, shame, shape, shave, skate, slave, snake, space, spade, stage, 
stage, stake, stale, state, take, tale, tame, tape, taste, trace, trade, vane, vase, wade, wage, wake, wave, waste, whale

Silent e (i_e)
bike, bite, bride, chime, crime, dice, dime, dine, drive, file, fine, five, glide, hide, hike, hive, kite, lice, 
life, like, lime, line, live, mice, mile, mine, nice, nine, pile, pine, pipe, price, pride, rice, ride, ripe, rise, 
shine, side, slice, slide, slime, smile, spice, spike, spine, stride, strike, stripe, swine, tide, tile, time, twice, 
twine, vine, while, white, wide, wife, wipe, wise, write

Silent e (o_e)
bone, broke, choke, chose, close, code, cone, dome, drove, globe, hole, home, hope, hose, joke, lone, mole, 
nose, note, poke, pole, robe, rode, rope, rose, slope, smoke, spoke, stole, stone, stove, strike, those, tone, 
vote, whole, woke, zone

aw
caw, gnaw, jaw, law, paw, raw, saw, claw, draw, flaw, slaw, squaw, straw, bawl, brawl, clawl, drawl, scrawl, 
waw, dawn, fawn, lawn, pawn, yawn, brawn, drawn, prawn

oo (as in moon)
baloow, bloow, boow, boom, boot, broom, coo, cool, coop, doom, food, fool, gloow, goose, room, hoop, 
hoot, igloo, kangaroo, loom, loop, loose, loot, moo, mood, moon, moose, noon, ooze, pool, proof, roof, 
room, root, school, scoop, scoot, shampoo, shoo, shoot, smooth, snoop, snooze, soon, spook, spool, spoon, 
stool, too, tool, tout, zoom

oo (as in book)
book, brook, cook, cookie, crook, foot, good, hood, hoof, hook, look, nook, rook, rookie, shoo, soot, 
stood, took, wood, wooden, woof, wool

ou
bounce, bound, cloud, couch, count, crouch, doubt, flour, foul, found, grouch, ground, hound, house, loud, 
mound, mouse, mouth, noun, ouch, out, pouch, pound, pout, proud, round, scout, shout, snout, sound, 
sour, south, spout, sprout, trout

oi
avoid, boil, broil, choice, coil, coin, foil, hoist, join, joint, moist, noise, oil, point, poison, rejoice, soil, 
spoil, toil, voice

oy
annoy, boy, coy, decoy, destroy, employ, enjoy, joy, loyal, ploy, royal, soy, toy, voyage

bl
blab, black, blade, blame, blank, blanket, blast, blaze, bleat, bleed, bleep, blend, bless, blew, 
blind, blink, blip, blizzard, blob, block, blonde, blood, bloom, blossom, blot, blouse, blow, blue, bluff, 
blunt, blush

br
brace, brad, braid, brain, brake, bran, branch, brand, brass, brat, brave, brawl, bray, bread, break, breath, 
breathe, breeze, brew, brick, bride, bright, brim, bring, brisk, broad, broil, broke, bronze, brood, brook, 
broom, broth, brother, brought, brown, browse, bruise, brush
sn
snack, snag, snail, snake, snap, snare, snarl, snatch, sneak, sneeze, sniff, snip, snob, snoop, snore, snout, snow, snug, snuggle

sp
space, span, spare, spark, spat, speak, spear, speck, speech, speed, spell, spend, spent, spike, spill, spin, spine, spire, spirit, spoil, spoke, sponge, spoon, sport, spot, sprout, spur, spy

squ
square, squash, squat, squeak, squeal, squeeze, squid, squint, squirrel, squirt, squish

st
stable, stack, stadium, staff, stage, stain, stair, stake, stale, stalk, stall, stamp, stand, staple, star, starch, stare, starfish, start, starve, state, station, statue, stay, steady, steak, steal, steam, steel, steer, stem, step, stereo, stew, stick, sticky, still, stilt, sting, stingy, stink, stir, stitch, stock, stocking, stomach, stone, stool, stoop, stop, store, storm, story, stove, style

sw
swallow, swam, swamp, swan, swap, swarm, swat, swatch, sway, sweat, sweater, sweep, sweet, swell, swerve, swift, swim, swine, swing, swish, switch, swollen, swoop

tr
trace, track, trade, trail, train, tramp, trap, trash, tray, tread, treat, tree, tribe, trick, trim, trip, troll, tromp, troop, trot, trouble, trough, trout, truck, true, truly, trumpet, trunk, trust, truth, try

tw
tweed, tweet, tweezers, twelve, twenty, twice, twig, twin, twine, twinkle, twirl, twist

th (as in the)
than, that, the, their, them, then, there, these, they, this, those, though, thus

th (as in thanks)
thank, Thanksgiving, thaw, theater, theme, thermometer, thermos, thick, thief, thimble, thin, thing, think, third, thirst, thirsty, thirteen, thirty, thistle, horn, thought, thousand, thumb, thump, thunder, Thursday

wh (as in wheel)
whack, whale, wham, what, whatever, wheat, wheel, when, where, whew, whey, which, whiff, while, whim, whimper, whine, whiny, whip, wir, whirl, whisk, whisker, whisper, whistle, white, whittle, whiz, whoops, whopper, why

Contractions
aren't, can't, couldn't, didn't, doesn't, don't, hadn't, hasn't, haven't, he'd, he'll, he's, I'd, I'll, I'm, I've, isn't, let's, mustn't, she'd, she'll, she's, shouldn't, that's, there's, they'd, they'll, they're, they've, we'd, we're, we've, weren't, what's, where's, who's, who'll, who's, who've, won't, wouldn't, you'd, you'll, you're, you've
Name: ______________________

Write a on the lines.

I Can

I can swing a bat.

In my baseball cap.

I can pet the cat sitting on my lap.

I can do all this—then I nap, nap, nap!

Draw something you can do.
Write e on the lines.

Hens on the Bed

Ten red hens, jumping on the bed.

One fell off! The others said, “Did you hurt your leg? Should we call the vet?”

But the hen said, “No, the fun’s not over yet!”

Color each hen red.

Count them out loud until you get to ten.
Write *i* on the lines.

**Baby’s New Bib**

Grandma made a baby *bib*,

with her sewing *kit*.

She cut the cloth and used a *pin* to make the new *bib* *fet*.

Then she sewed the *bib* together *bet* by *bet* by *bet*!

Draw **six** circles on the *bib*. Then color the *bib*. 

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Write o on the lines.

Dot to Dot

In dot to dot, your job is this:

Help from dot to dot.

Draw lines as you go.

Oh, what have you got?

A fox on a box, by a leg.

It’s all made of dots!

Connect the dots. Then color the picture.

What is the name of your fox? Write it here: __________________________.
Name: ________________________________

Write _u_ on the lines.

Mom’s Tea Party

A cup of tea,

an apple b__n.

Toast c__t in four,

y__m, y__m, y__m!

Milk in a m__g,

a kiss and a h__g.

Mom’s tea party

is f__n, f__n, f__n!

Draw a **mug** and fill it with a drink you like.

Then color the other pictures.
Waiting

Wait for a train to leave.

Wait for rain to stop.

Wait for paint to dry.

Wait for corn to pop.

Sometimes it’s hard

to wait, wait, wait!

Draw something you have to wait for.
Spring Play Day

A good way to spend a day is to fill it with lots of play.
Sail a boat on the bay,
lie down in a pile of hay,
and invite a blue jay to come and stay!

Draw a game or sport you like to play.
Write ea on the lines.

A Feast

A big meal is a treat.

Eat some beans and meat.

Drink a soup of tea.

Eat some bread—whole wheat.

Then have a hamburger.

And last, peppers and cream.

Now your plate is clean!

What food would be at your feast?
Draw it here.
Driving a Jeep

We’re steering in our jeep, ______
hearing horns go beep, ______
down a hill so steep. ______
We always check our speed— ______
now gas is all we need! ______

Name: ________________________

Write ee on the lines.

Long Vowels

ee
Winter Breakfast

Cereal floats in milk.
nts are in my bowl.
Tst is on my plate.
Potatoes rest on the stove.
The dishes sink.
I put on my coat.
I’m ready for the cold!

Spread your toast with jam, butter, or anything you like to spread on toast. What else would you like on your breakfast plate? Draw it.
What Crows Know

Crow's know to fly high,
they know to fly low.

They know to fly fast,
they know to fly slow.

They know how their babies will hatch and grow.

They know how to live in cold winter snow.
Name: __________________________

Write the long vowel a and silent e on the lines.

Anything Can Happen!

An ape ate a grape

in outer space.

A snake made a click
to serve on a plate.

Don’t believe it? Have a look—anything can happen on the page of a book!

Draw a picture on each page. What is happening in your pictures?
Write the long vowel i and silent e on the lines.

Rise and Shine

The sun will rise.

The sun will shine.

Let’s read a book.

That would be fun.

We’ll have a really nice time!

Draw something you like to do in the sunshine.
Write the long vowel o and silent e on the lines.

Miss Mole

Do you know Miss M__ole?
Her h__m__ is a h__l__.
Her h__m__ is a h__l__ in the weeds.
Why are th__s__ eyes so small?
Her n__s__ and her paws are all she needs.

Color the mole. Use pink for her nose and paws.
Name: __________________________

Write **aw** on the lines.

**Claws and Paws**

Polar bears have **claws** on their **paws**, and so do kangaroos.

You’ll see lots and lots of **claws** and **paws** by looking closely at the zoo.

Draw an animal with **claws** or **paws**.
Name: ____________________________

Write oo on the lines.

Boom!

Zip and zoom.

Bam and b____m.

H____t and t____t and m____, m____, m____!

I’m sometimes really noisy t______, but please be quiet—

I’m trying to sn____ze!

An owl hoots. Color the owl. Trace the letters.
Write **oo** on the lines.

**On a Farm**

*Woof!*—the sound of a dog.

_H_ — the f_ _t_ of a cow.

And when the sun begins to rise, the animals say

*“G_ _d_ m_ _orning_ now!”*

Color each **hoof** on the animals black.

Color the animals any way you like.
Why Count?

How many...

Windows in a house?
Whiskers on a mouse?
Times did you bounce that ball?
Teeth in your mouth, in all?

To find __________ count!

Draw something you can count, like 2 clouds or 3 houses.
Count them out loud.
Clown Town

How is life in Clown Town?

Let's take a trip now.

The clowns make you smile—

They'll turn a finger upside-down.

Draw yourself as a clown. How would you look?
Will you wear a gown or a crown? Will you wear a silly wig?
Write \textit{oi} on the lines.

\textbf{The Potato Club}

Potatoes grow in \textit{soil}.

We love them—that’s the \textit{point}!

We’ll cook some just for you.

Would you like to \textit{join}?

Bake them: Wrap in \textit{foil}.

Mash them: Blend and\textit{b}lend.

French fries: Fry in \textit{oil}.

Do you like your potatoes baked, \textit{boiled}, or fried in \textit{oil}?

Color your favorite kind of potato.
The Joy of Soy

Oh boy, oh boy,
I feel such joy,
when I put soy sauce
on my rice.

Oh boy, oh boy!
I do love soy!

On rice, it’s very nice.

Trace the word “Soy.” Color the soy sauce.
Fill the bowl with a food that brings you joy.
Black, Blue, or White?

At night the sky’s __black__,
on sunny days it’s ___ue.

But when a ____izzard
____
____ows in white,
here’s something you should do:
Get back under the _____ankets . . .

IT’S A SNOW DAY!

What else is __black__? What else is __blue__?
Use __black__ and __blue__ crayons to draw anything you like.
Brush, Brush, Brush!

I brush my white teeth.
I ____ush my ____own hair.
I ____ush my ____other’s cat.
Then I ____ush, ____ush, ____ush
the cat fur off my lap!

Design your own brush. Draw it in the box.
Name: ________________________________

Write cl on the lines.

**Animal Parade**

Clang, __ang, go the bells.

__ __

Tip, __op, goes the horse.

__ __

Uck, __uck, goes the chicken.

__ __

Omp, __omp, goes the elephant.

__ __

Ap __ap, goes the crowd!

Draw another animal in the parade. What noise does your animal make?

When you are finished, clap for the parade.
Name: ____________________________

Write cr on the lines.

Creeping Creatures

Creeping ____________atures

all around.

__abs __awl sideways

on the ground.

__owds of __ickets really hop.

__ows munch __umbs

from a nearby __op.

Use crayons to color the crab, cricket, and crow.
Use your fingers to show how each animal creeps.
A Dream

I drank a soda made of mustard and little ___ops of cream.

A ___agon was my friend, and then . . . I woke up!

It was a ___eam.

Draw a picture about a dream you had.
Write fl on the lines.

A Pancake Story

Dad makes batter
with some flour,
pours it round and at.
Cooks it on a ame
and ips it over . . .
It ops on the oor
and it goes SPLAT!

These pancakes did not flop on the floor.
Add your favorite toppings.
Frank the Frog

In frosty winter,

Frank the frog

and his frog friends, too,
dig holes in mud

so they don’t___eeze.

That’s what some ___ogs do!

Color Frank the Frog before he goes down into the mud for the winter.
Name: ______________________________

Write gr on the lines.

Grocery List

I’m with my grandpa at the grocery store, abbing everything on his list:

brown and

whole-ain bread,

apes and peppers (een and red).

Draw something you think Grandpa should add to his grocery list.
Name: ____________________________

Write pl on the lines.

Please!

Please, oh ease,
go get me a ate of um pudding pie.
Get enty—it’s great!

Draw what would you like on your plate.
Is it plum pudding pie or something else?
The School Pretzel Project

We prepared the dough.

We rolled and shaped it.

We practiced to get it right.

Our pretzels were pretty.

Our teacher was proud.

Our principal gave us a prize!

Color this pretzel pretty.
Then color in your prize.
Skip, Skate, and Ski

Skip high, ___ip low.

___ip any way you know.

___ate fast, ___ate slow.

___ate any way you know.

___i on water or snow.

___i any way you know.

___ ___ ___

___ip, ___ate, ___i—

ready, set, go!

Circle the picture that shows what you would most like to do: skip, skate, or ski.
Name: ____________________________

Write sl on the lines.

Slippery Town

This town is covered in slush and in sheet.

People drive slowly on sick, slippery streets.

So just slide down the slope on a sled—it’s neat!

Draw yourself at the top of the slope, waiting to sled down.
Snuggles

A snail can’t uggle because of its shell,

but uggles the ake can uggle quite well!

What colors will you make Snuggles the Snake?
Questions, Questions

How do you spell ace? ace.

How do you ell ot? ot.

How do you ell in? in.

How do you ell oon? oon.

And how do you clean a ill?

With a onge!

Draw a big spill near the glass.
Pretend to mop it up with the sponge.
Squishy Shoes

We’re caught in the rain,
and my shoes are wet—
squ__ish, ___ish, ___ish.

I hate wearing wet socks—
irm, ___irm, ___irm.

Soon, I’ll ___eeze them dry—
___eeze, ___eeze, ___eeze!

Draw something that makes you squirm.
Write \textit{st} on the lines.

\textbf{At the Aquarium}

Starfish have one eye!

We \underline{\hspace{1cm}} are and \underline{\hspace{1cm}} are.

Jellyfish have no \underline{\hspace{1cm}} omachs!

We \underline{\hspace{1cm}} are and \underline{\hspace{1cm}} are.

Sharks never \underline{\hspace{1cm}} op swimming!

We \underline{\hspace{1cm}} are and \underline{\hspace{1cm}} are . . .

At the aquarium.

Draw something you might \textit{stare} at in an aquarium.
Write sw on the lines.

**Summer Is Swell**

I love sweet berries that we eat and _imming in the sea.

I love seeing shells _ept away by waves, and _inging in _inging all day.

Draw something that you think is **swell** to do in summer.
Name: ______________________________

Consonant Blends
Write tr on the lines.

True or Trick?
My train is made of ___eats!
It goes on ___ips to the moon!
It rides on ___acks
made of pretzel sticks!
Is this ___ue, or is it a ___ick?

Draw your own train.
Write **tw** on the lines.

Twin Town

There are **tw**ins **w**irling **w**igs,
**tw**enty **tw**ins **w**isting,
and **tw**in ladies in wigs.

There are **tw**elve birds **w**eeting
and stars **tw**inkling, too.

You’ll see everything **tw**ice,

Even **tw** in kangaroos!

Draw something else you might find two of in Twin Town.
Name: _______________________

Write *ch* on the lines.

**Charlie’s Chow Cafe**

Children, pull up a ___air.

From this menu you can ___oose.

Potato ___ips or ___opped fruit.

A ___eseburger or ___icken soup.

___ocolate ___ip cookies

or ___erry pie.

___ew your food, ___et the ___eck, then say goodbye!

What *ch*- food will you *choose*? Circle it.
Sherry Shepard
didn’t sleep.
So tried
to count some eep.
BAA! Those eep made such a fuss
that eepy eepard 
outed “USH!”

Color Sherry Shepard and the sheep. Then tell them, “Shush!”
Write *th* on the lines.

This and That

This and ___at, ___ese and ___ose.

And ___at thing over ___ere.

___ese are words ___at you’ll pull out to show what you are talking about!

Trace the *th*- words. Then read them aloud.
Write **th** on the lines.

**Word Buddies**

Words that go together:

- **thick** and **thin**,
- **please** and **thanks**,
- **umb** and **finger**,
- **needle** and **read**,
- **under** and **lightning**.

Draw one of the **th**-words in the poem.
Name: ______________________________

Write wh on the lines.

**Question Words**

Who and what?

___ en and ___ ere?

___ y and how?

All these words are ones you’ll use, ___ en you want an answer NOW!

What, when, where, and why are all question words. Color the question marks different colors.
What’s Happening on the Farm?

People are working, ________
roosters are crowing. _______
Cows are mooing, _______
corn is growing. _______
Sun is shining, _______
hens are laying. _______
Pigs are oinking, _______
dogs are playing. _______

What else is happening on the farm? Draw it here.
Making a Cake

I shopp___. I mix___.
I stirr___. I pour___.
I bak___. I frost___.
I serv___. I shar___.
We lik___. it!

Decorate the frosted cake!
Changing Clothes

If you want
to change your clothes
You’ll need a u and n.

They’ll let you
unzip, button,
do, and dress.

And tomorrow
you’ll need them again!

Draw a happy face in one circle. Draw an unhappy face in the other circle.
Animal Facts

Zebra have lot of stripe.
Frog eat lot of bug.
Leopard have lot of spot.
And teddy bear give hug!

Draw stripes on the zebra and spots on the leopard.
Bad Mood, Good Mood

This is me in a bad mood:

“I can’t! I won’t!
I don’t like it!”

But here I am in a good mood:

“I’ll do it. Let’s go!
We’ll have a great time!”
# Phonics Bingo

Name: ____________________________

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Write a beginning two-letter combination: _____ _____-
Now fill in the blanks with the letters.
Write words that begin with the letters in the boxes.

Phonics Cheer

Hey, hey,
what do you say?
Can you make words with
_____-, _____-, _____-?

I can make ____,

____, and ____.  

Good for me—
Hooray! Hooray!