

Alphapalooza!

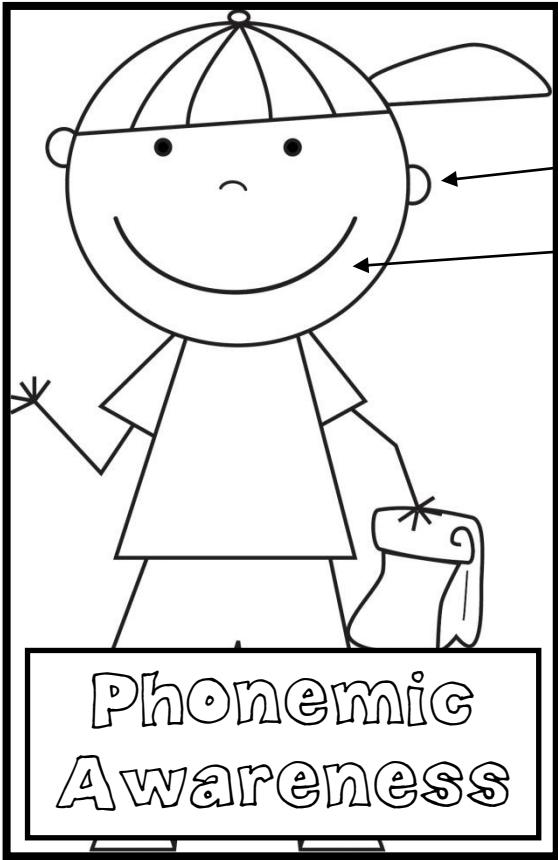
Phonemic Awareness
& Phonics ~~Ph~~ Fun!

BY Deanna JUMP



Phonemic Awareness vs. Phonics

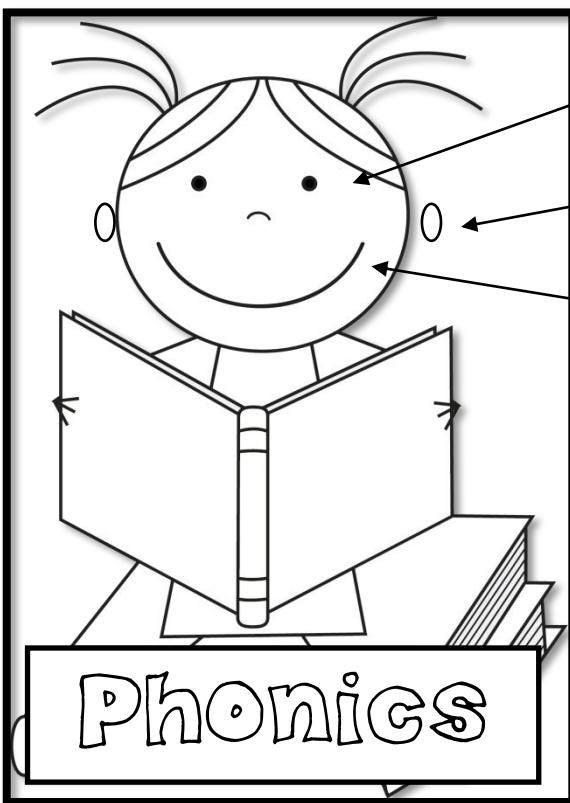
What is the difference?



hearing

speaking

The understanding that spoken words are made up of distinct sounds and that these sounds can be manipulated.

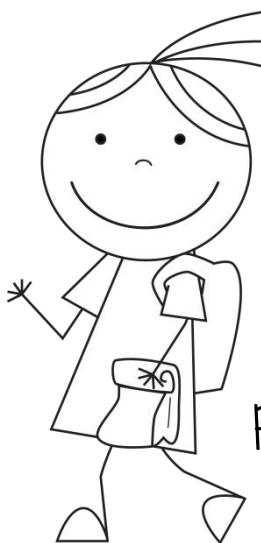


seeing

hearing

speaking

The relationship between written and spoken sounds and letters.



Phonemic Awareness

Common Core Standards

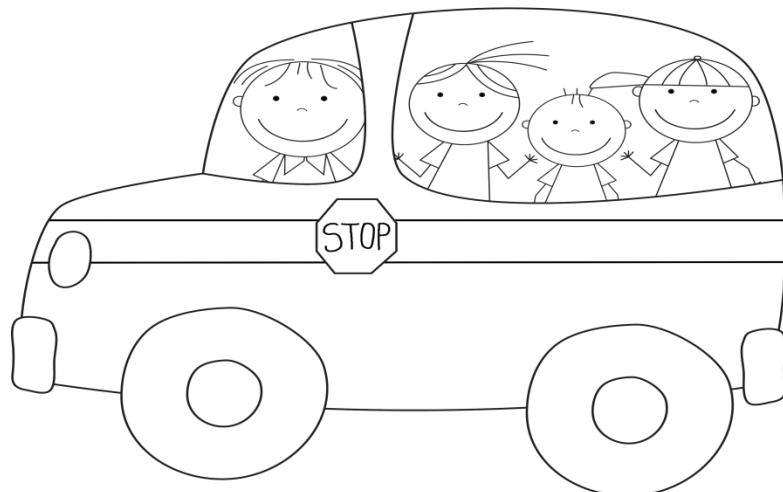
RF.K.2 I can play with words, syllables and sounds.

RF.K.2a I can tell you what words rhyme. I can make new rhymes.

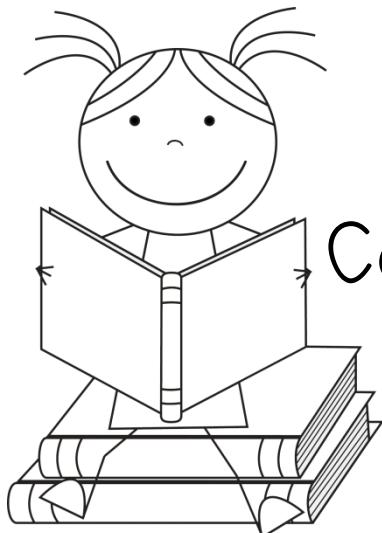
RF.K.2b I can count, pronounce, blend and segment syllables in words.

RF.K.2c I can break words in parts.

RF.K.2d I can change sounds to make new words.



Phonics



Common Core Standards

RF.K.3 I can decode words.

RF.K.3a I know my letter sounds.

RF.K.3b I know the two sounds a vowel makes.

RF.K.3c I can read words by sight.

RF.K.3d I can tell similar words apart by the sounds.

RF.K.4 I can read books on my own.





Which is
closest to Z?

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

Directions: This game is played like war and has two levels of play (letter recognition & letter sound using the picture cards). To begin the students will lay out the alphabet line in alphabetical order. Then, they will each pick a card out of the bag and determine whose card is closest to z. The player with the card closest to z gets to keep the cards.

Play continues until all of the cards are gone.

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

a

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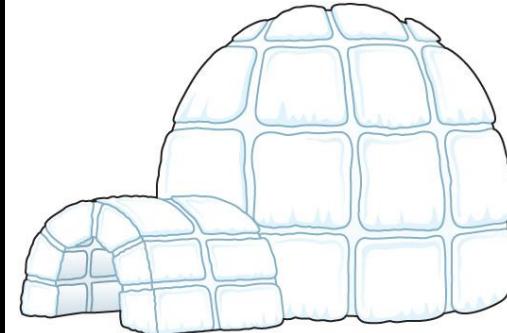
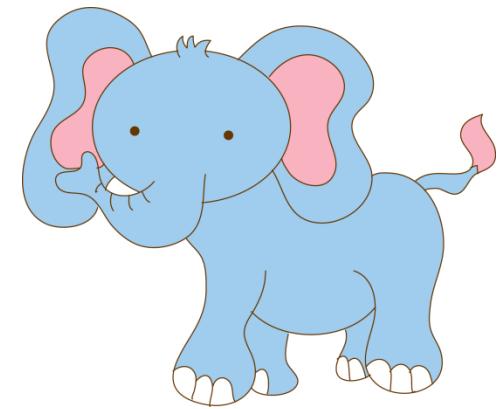
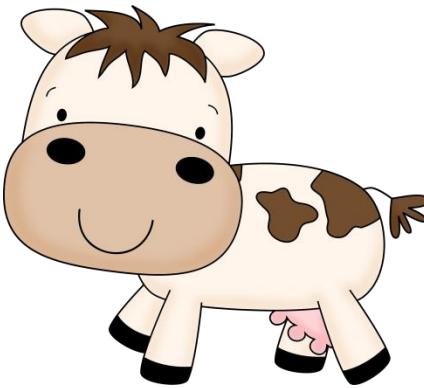
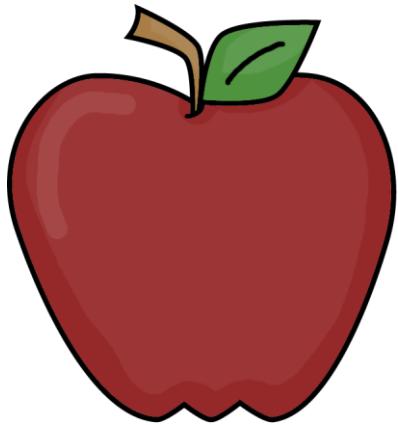
V

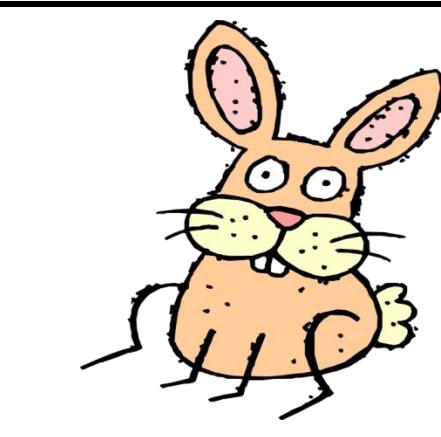
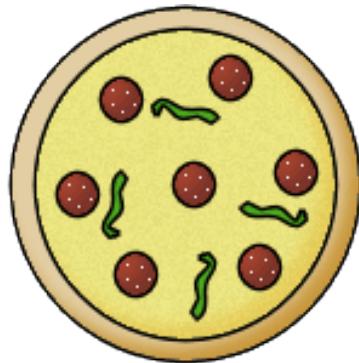
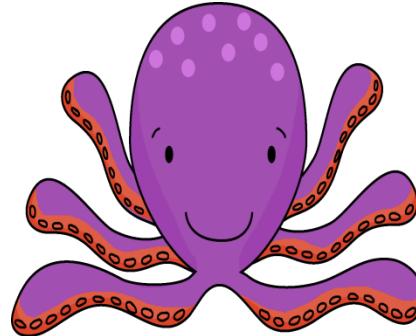
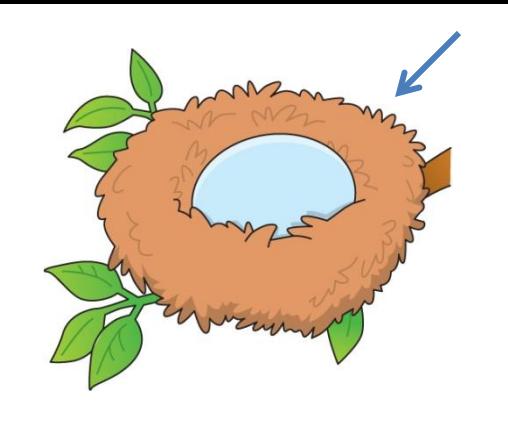
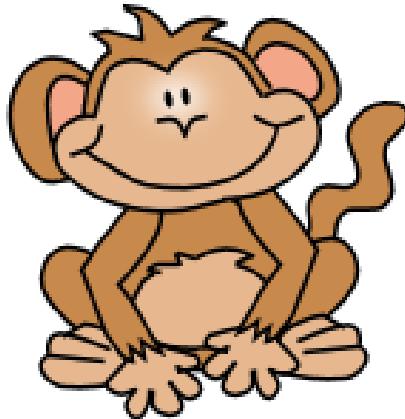
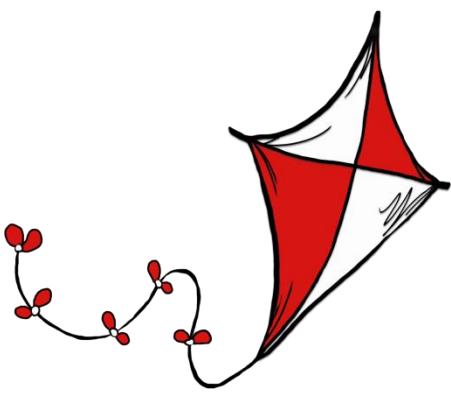
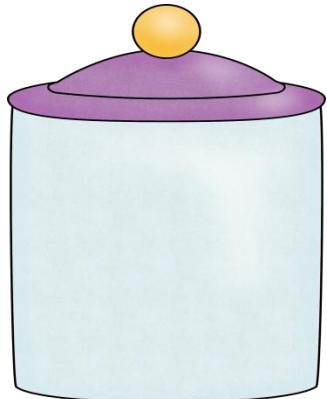
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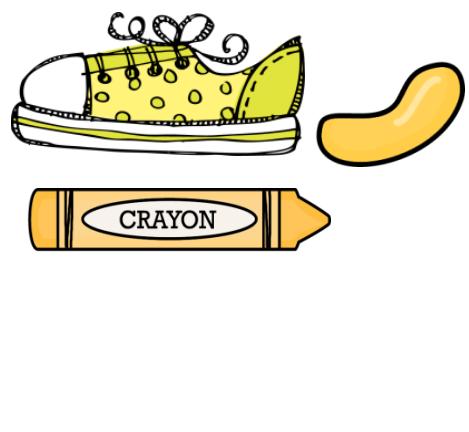
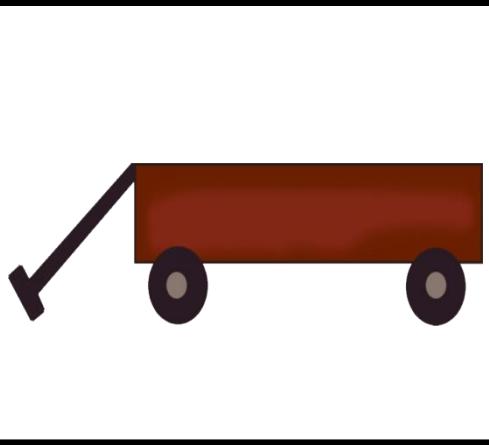
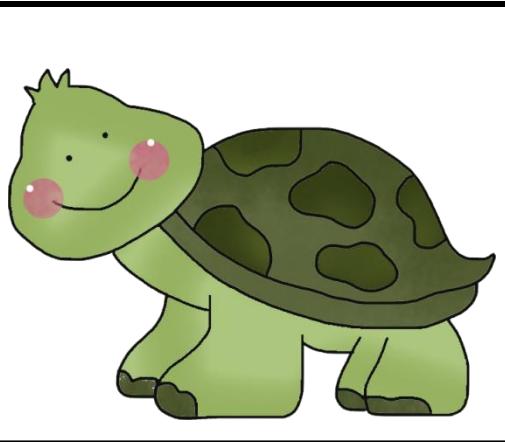
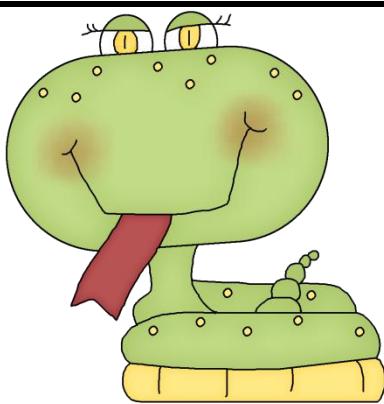
X

Y

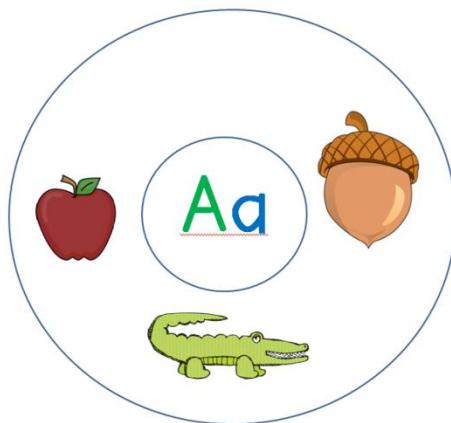
Z





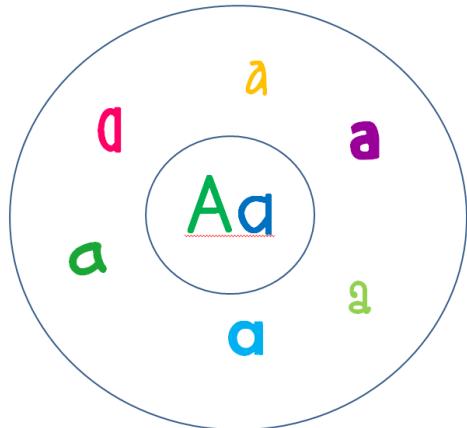


Alphabet Graphic organizers

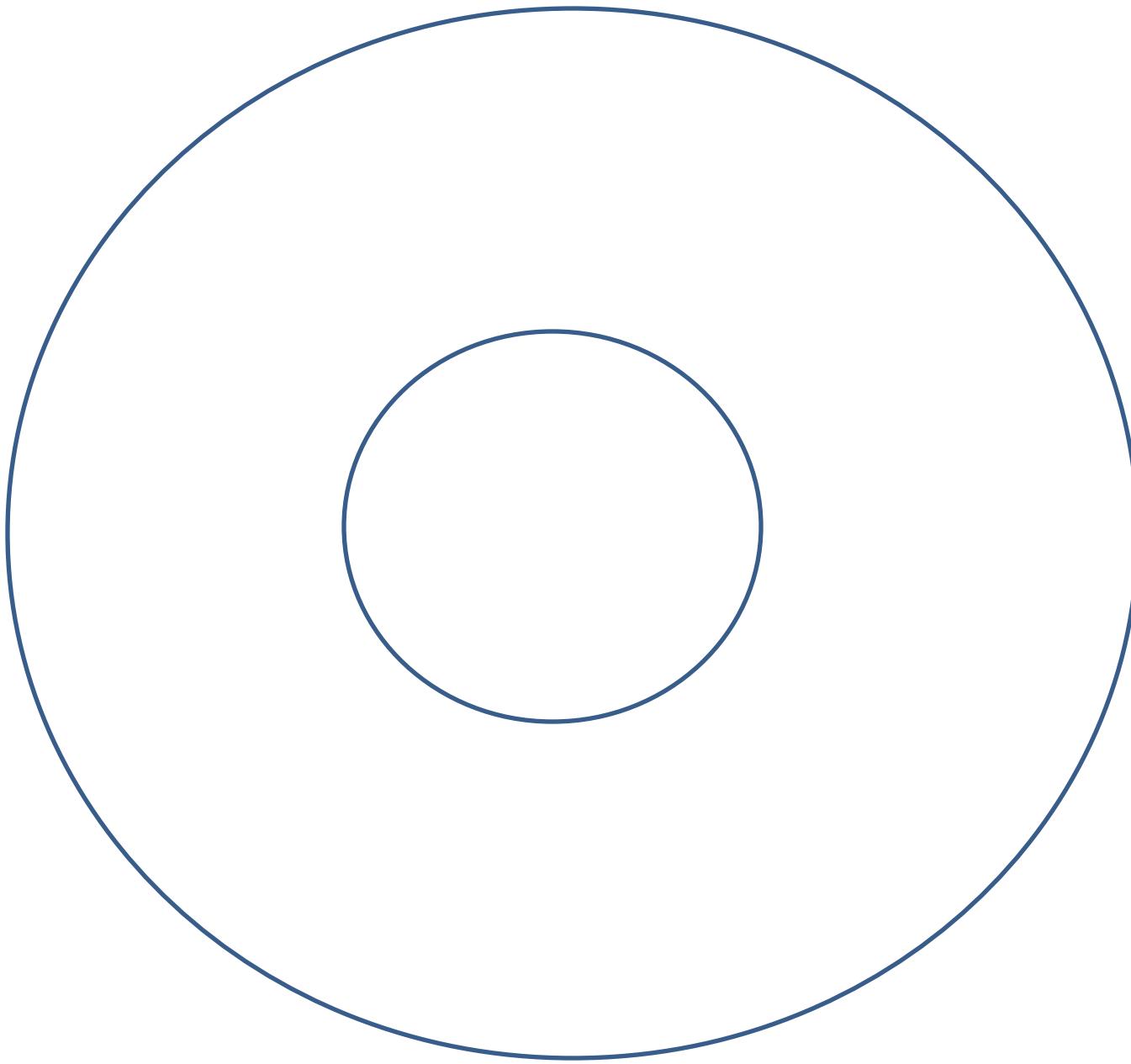


Directions:

These have several uses. You can use them as class charts to brainstorm and record pictures and words that have the letter a in them or they can be used as sorting mats for pictures or fonts in a literacy center.



Copy cut and laminate the desired number of copies. Students will place the letter they wish to work with in the center of the mat as shown.



Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

j j

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

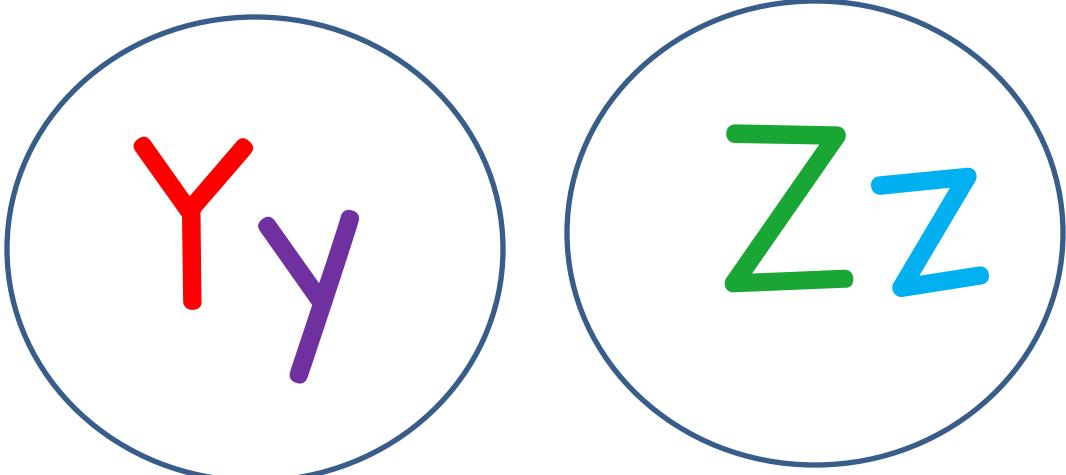
Tt

Uu

Vv

Ww

Xx

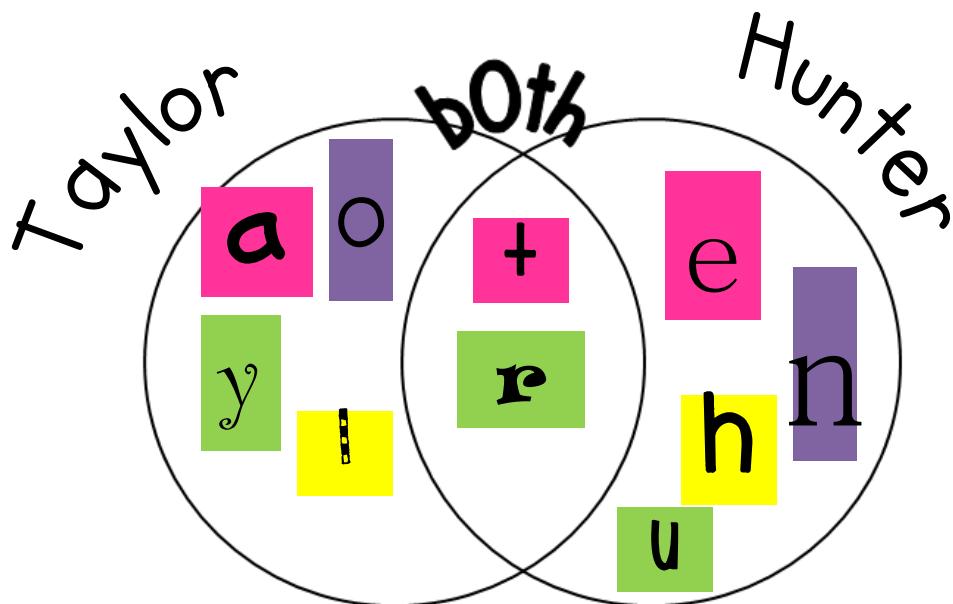


Yy

Zz

fun fonts

The fonts on the following pages have a ton of uses. You can use them for the circle maps above, for the abc books that start on page 41 and for the venn diagram on page 40. The venn diagram can be used to compare and contrast names and words. Copy the fonts on colored copy paper.



Note: You will want to have a class set of name cards to use for this activity.



a

a

a

a

a

a

a

a

a



b

b

b

b

b

b

b

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c

c

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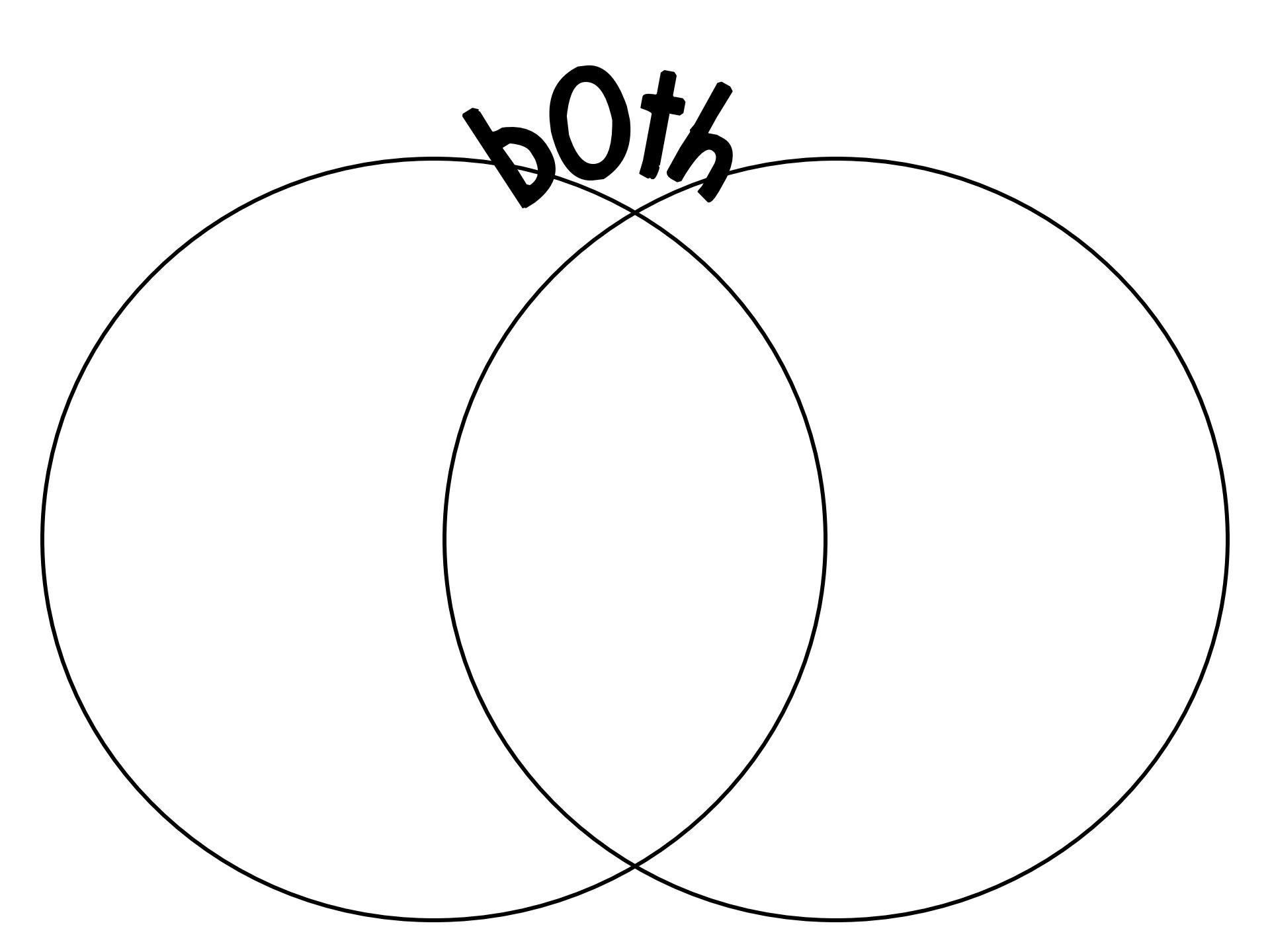
z

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both

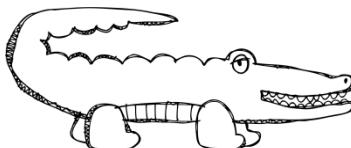
My Book of ABC's

For the following book you can use it several different ways. 1. Make a copy of the book for each child and use it to focus on a different letter each day. Brainstorm a list of words that start with a and draw pictures or use the picture cards provided beginning on pages 67.

1. Use it as an intervention for your students who still don't know all of the letter sounds. For this option I would only focus on the letter sounds the child doesn't know. For example, if Taylor doesn't know a, e, g, h, i, m, r, y. Her book would only contain those letter pages.
2. On day 1 I would show her the letters a and e and we would talk about the sounds they make and orally brainstorm a list of words for a and e. On day 2 review the sounds a and e make. Then, give her the pictures for a and e (they should be cut out and mixed up in a baggie) and have her sort them based on the sounds. If her sorting is correct then she can glue them in her book. If her sorting isn't correct then go over the pictures and sounds with her and then put the pictures back in the baggie and repeat the lesson the following day. Once she has mastered those two sounds move on to the next two. Reminder: Always review the previous letters taught.

My Book of ABC's

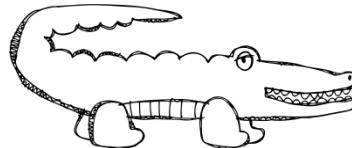
Aa



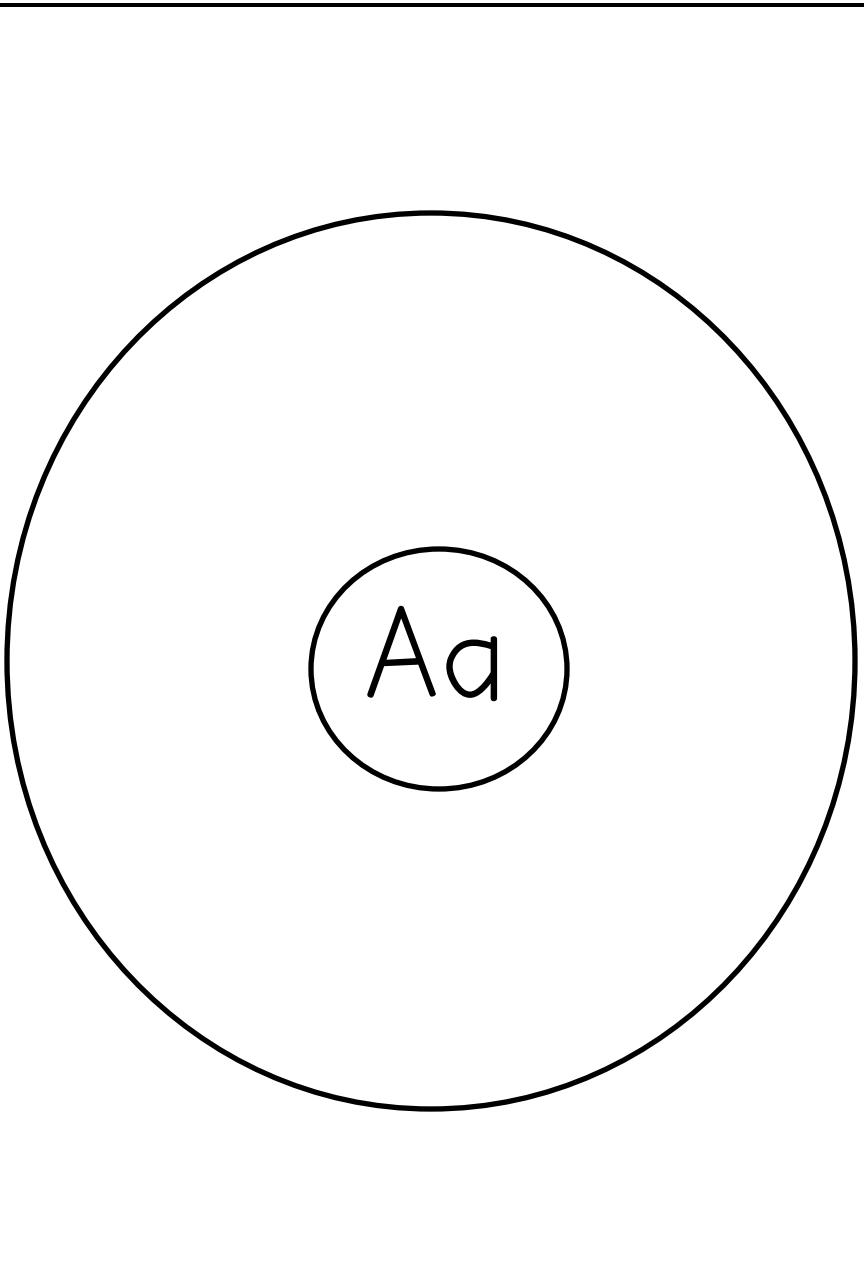
Name _____

My Book of ABC's

Aa

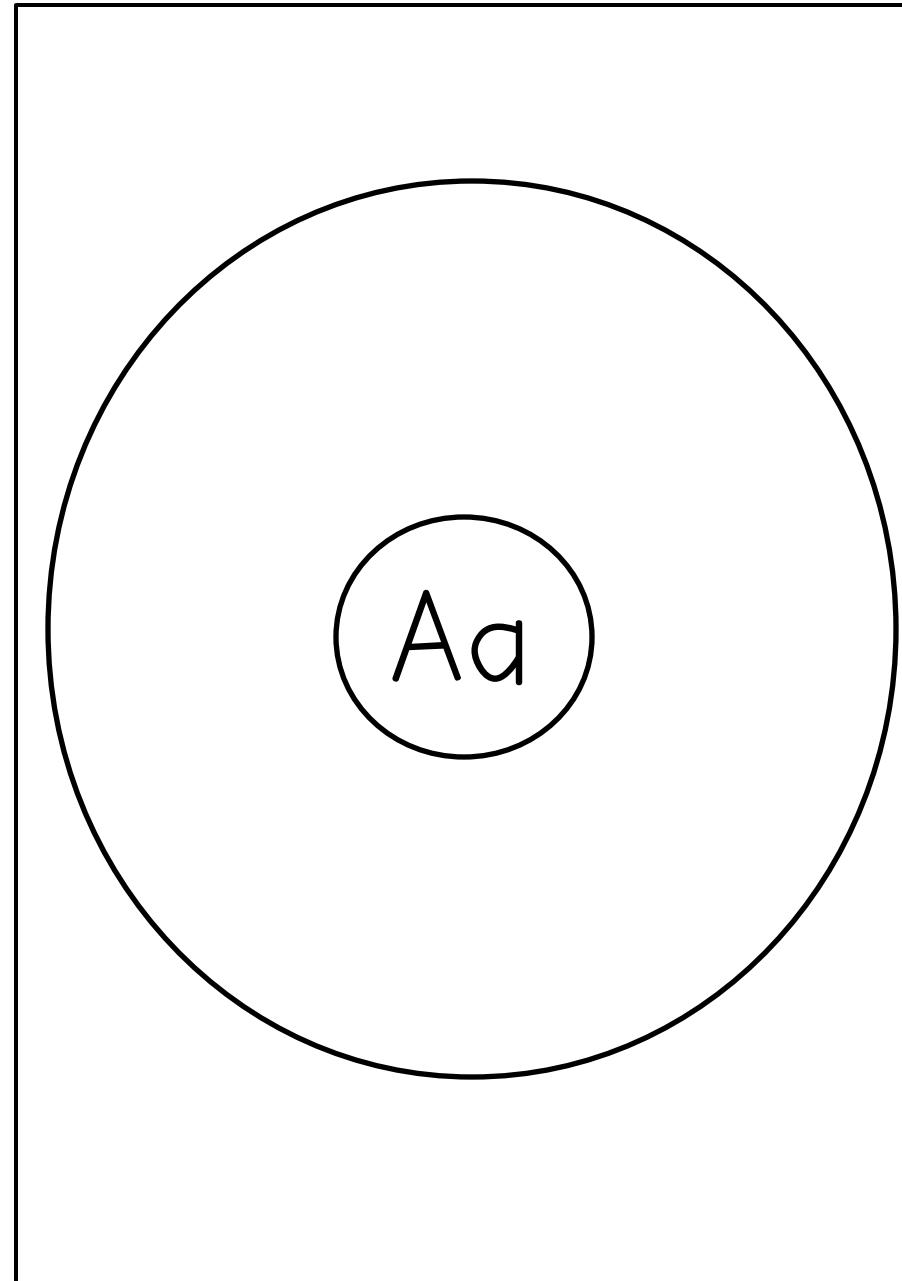


Name _____



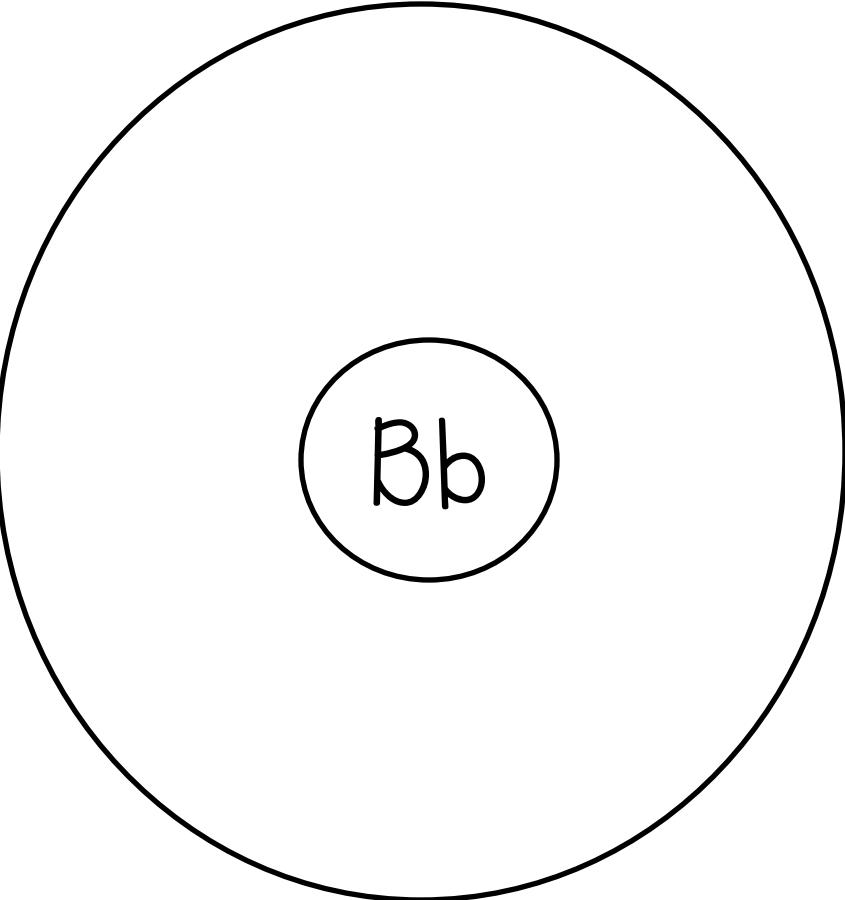
A Venn diagram consisting of two circles. The left circle is large and empty. The right circle is smaller and overlaps the left circle. The overlapping region is shaded with horizontal lines. The text "Aa" is enclosed in a small circle at the center of the overlap.

Aa

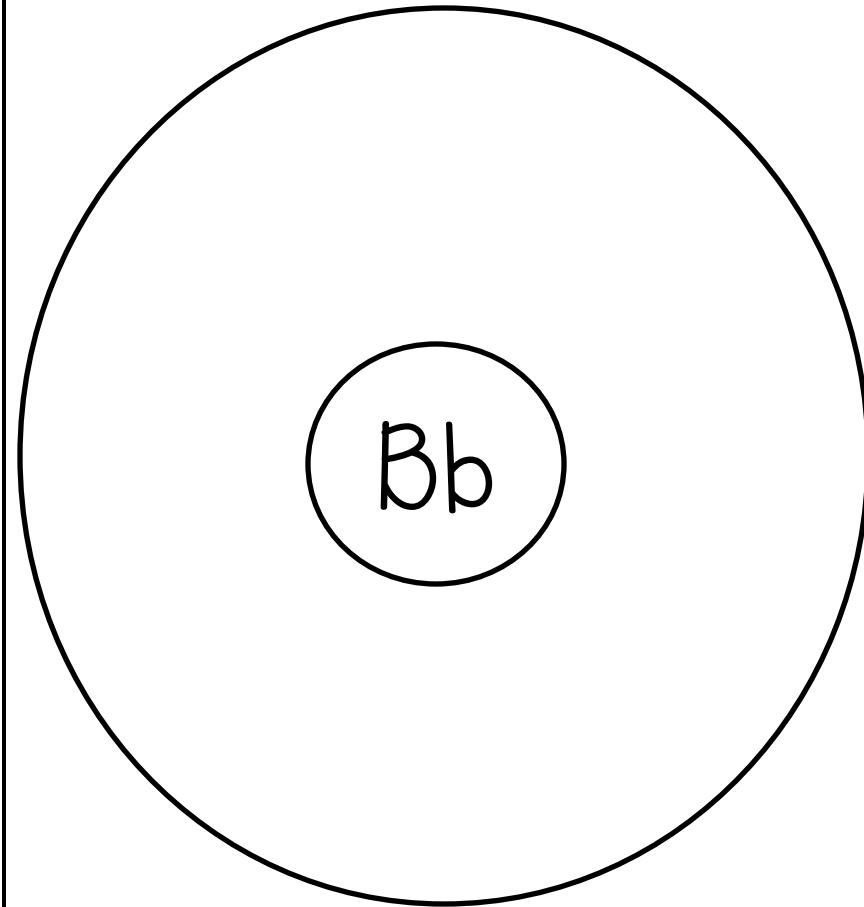


A Venn diagram consisting of two circles. Both circles overlap. The overlapping region is shaded with horizontal lines. The text "Aa" is enclosed in a small circle at the center of the overlap.

Aa



Bb



Bb

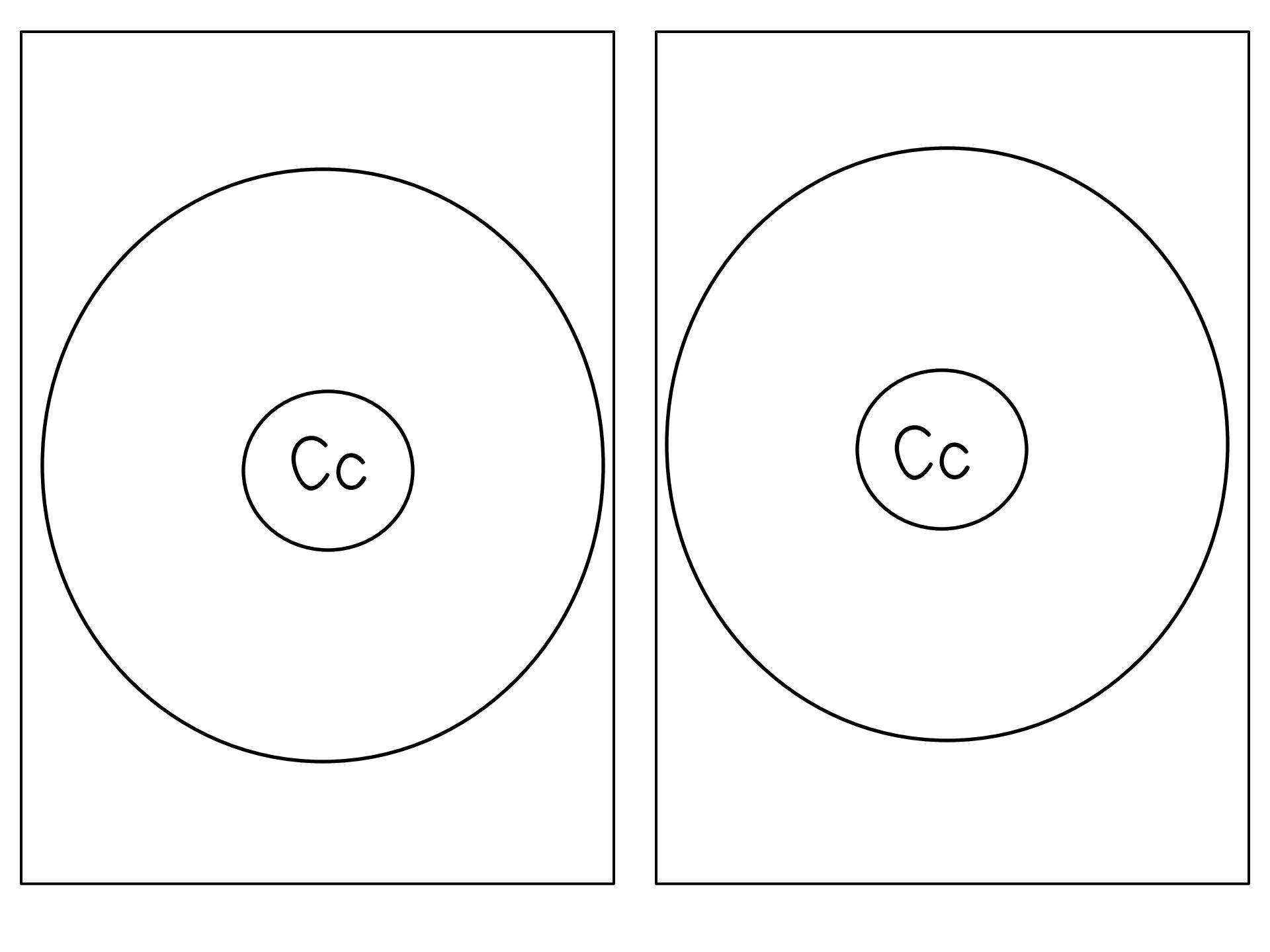


Diagram illustrating a population structure with one overlapping circle. The left circle is large and contains the text "Cc". The right circle is smaller and overlaps the left circle, also containing the text "Cc".

Cc

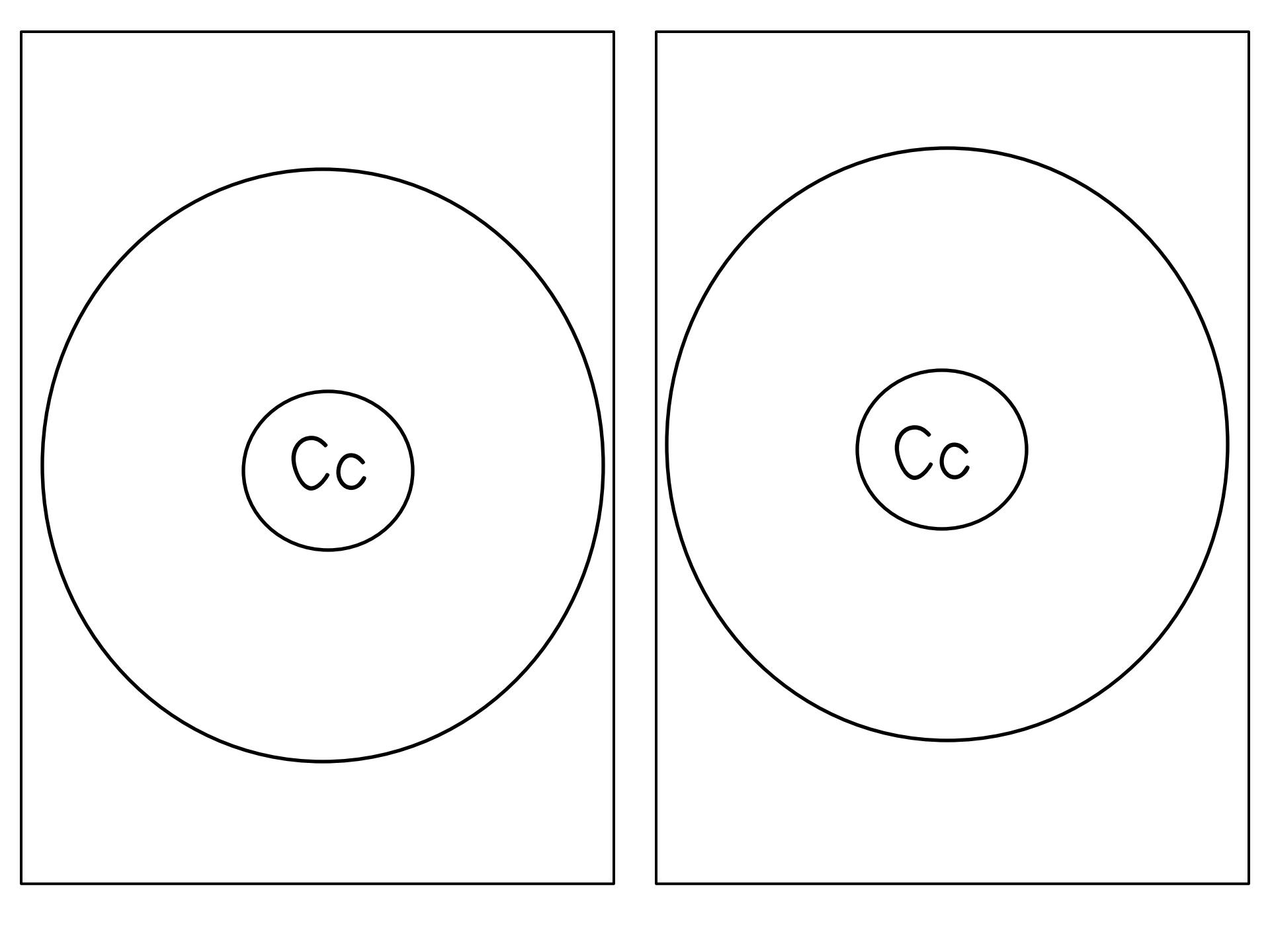
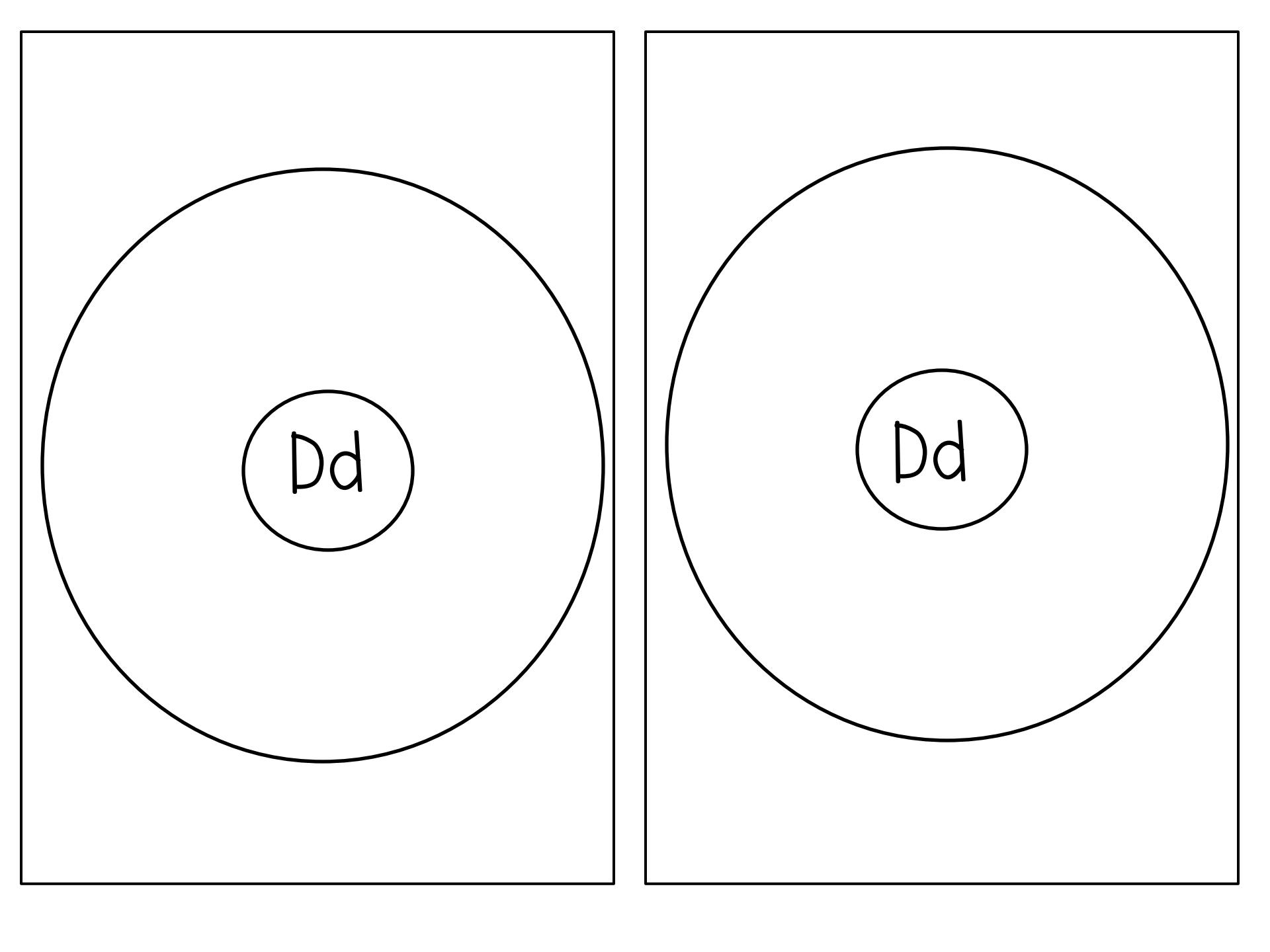


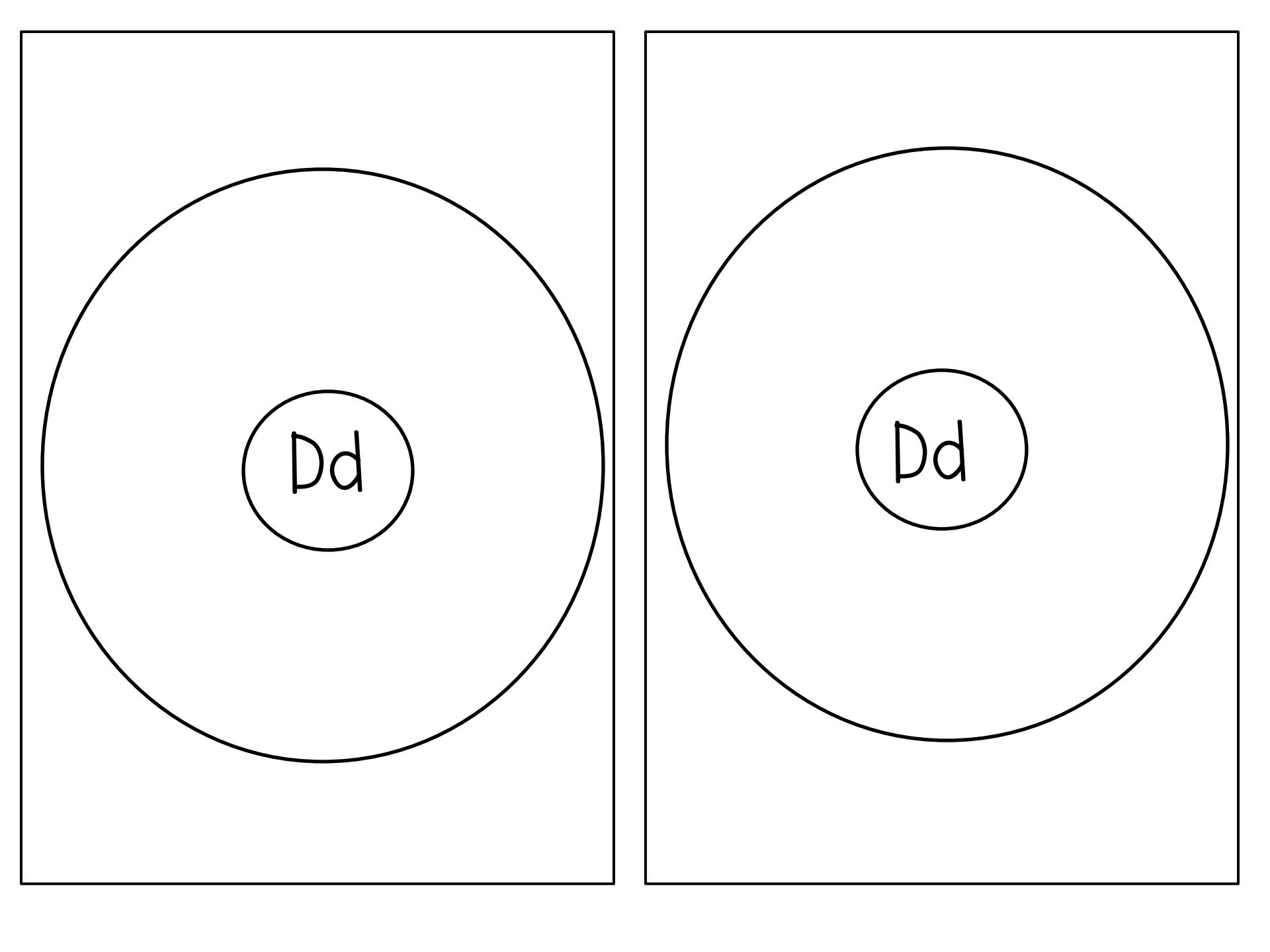
Diagram illustrating a population structure with two overlapping circles. The left circle is large and contains the text "Cc". The right circle is smaller and overlaps the left circle, also containing the text "Cc".

Cc



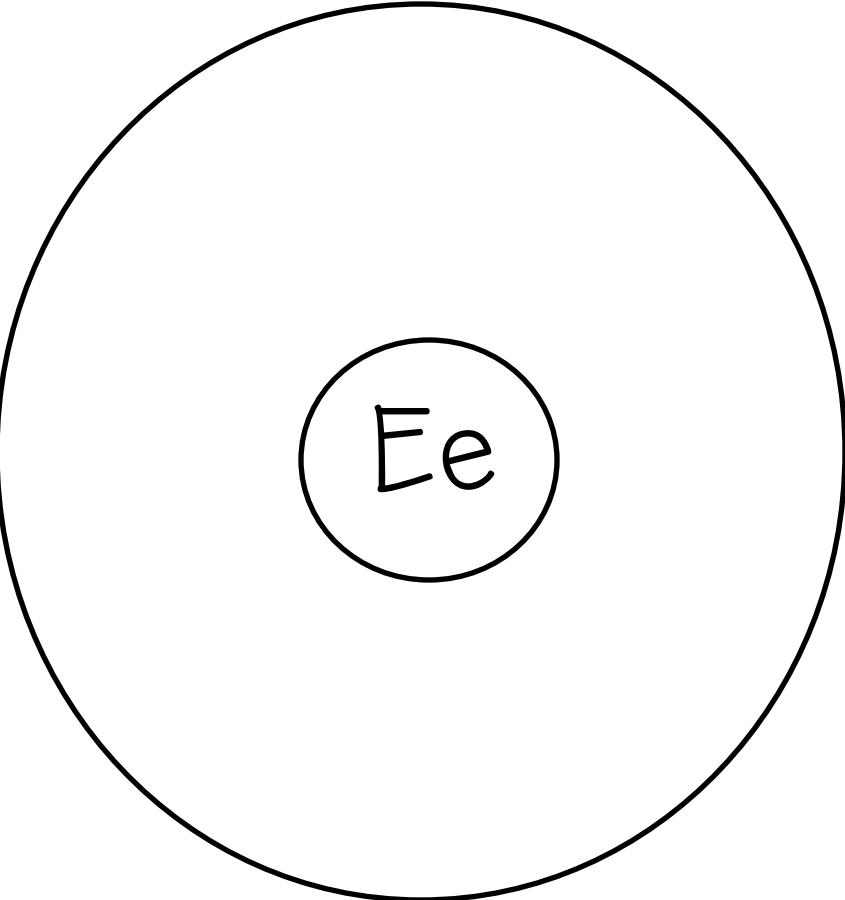
A Venn diagram consisting of two circles. The left circle is large and empty. The right circle is smaller and overlaps the left circle. Both circles are enclosed within a single large rectangular frame. The overlapping region is shaded with a light gray color.

Dd

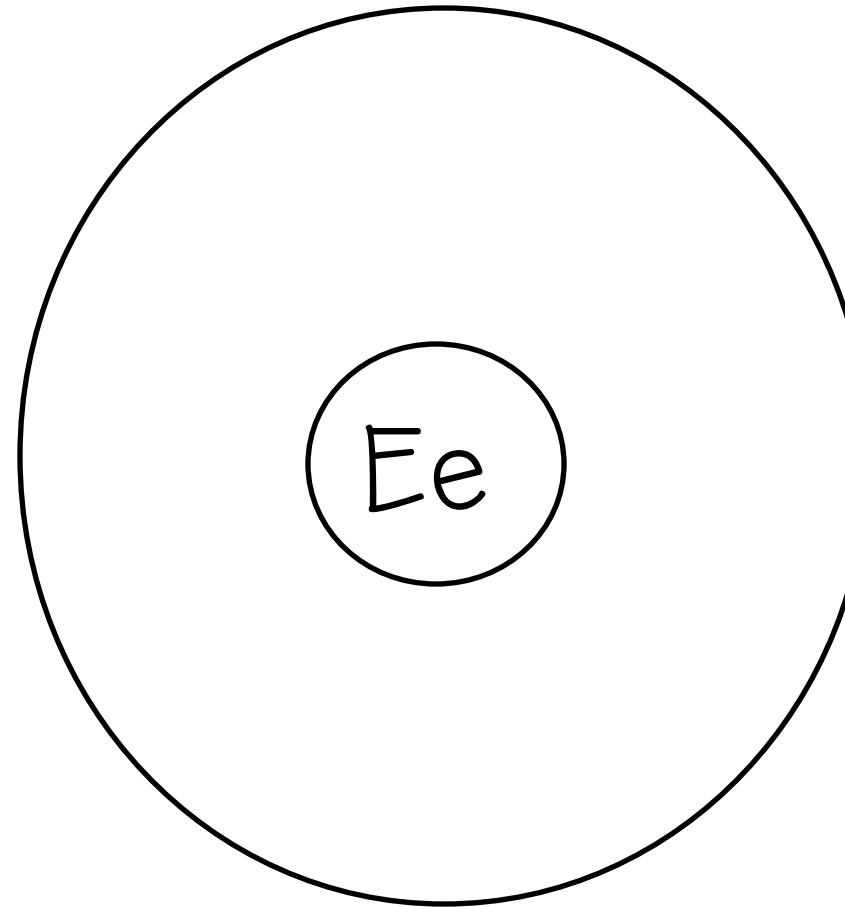


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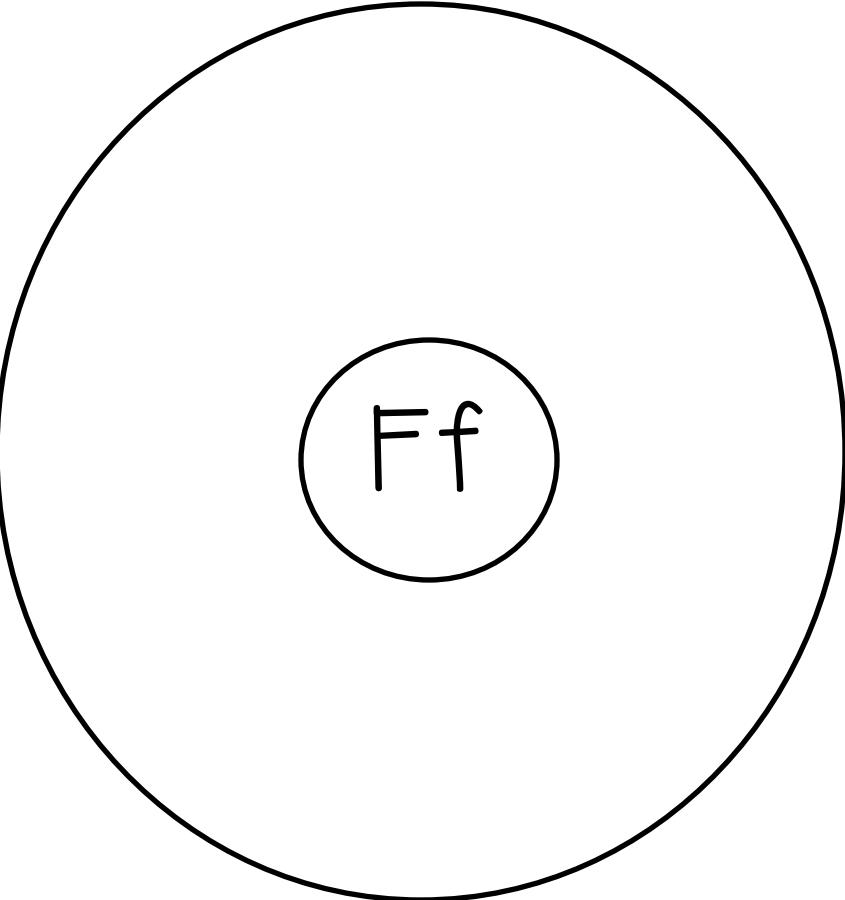
Dd



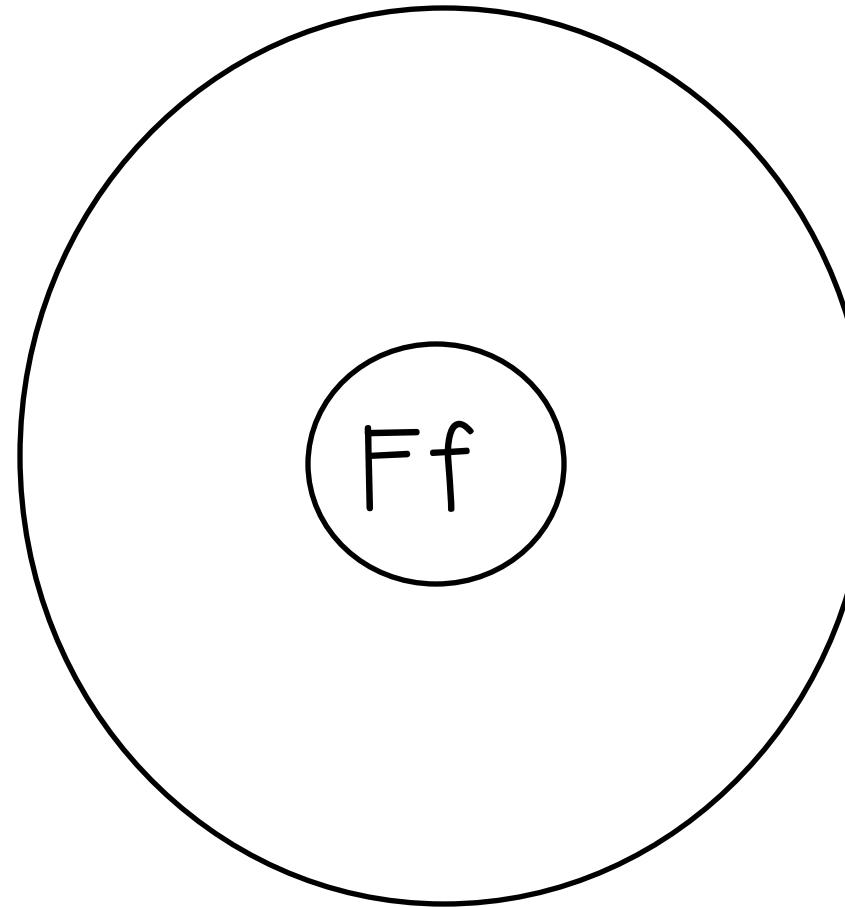
Ee



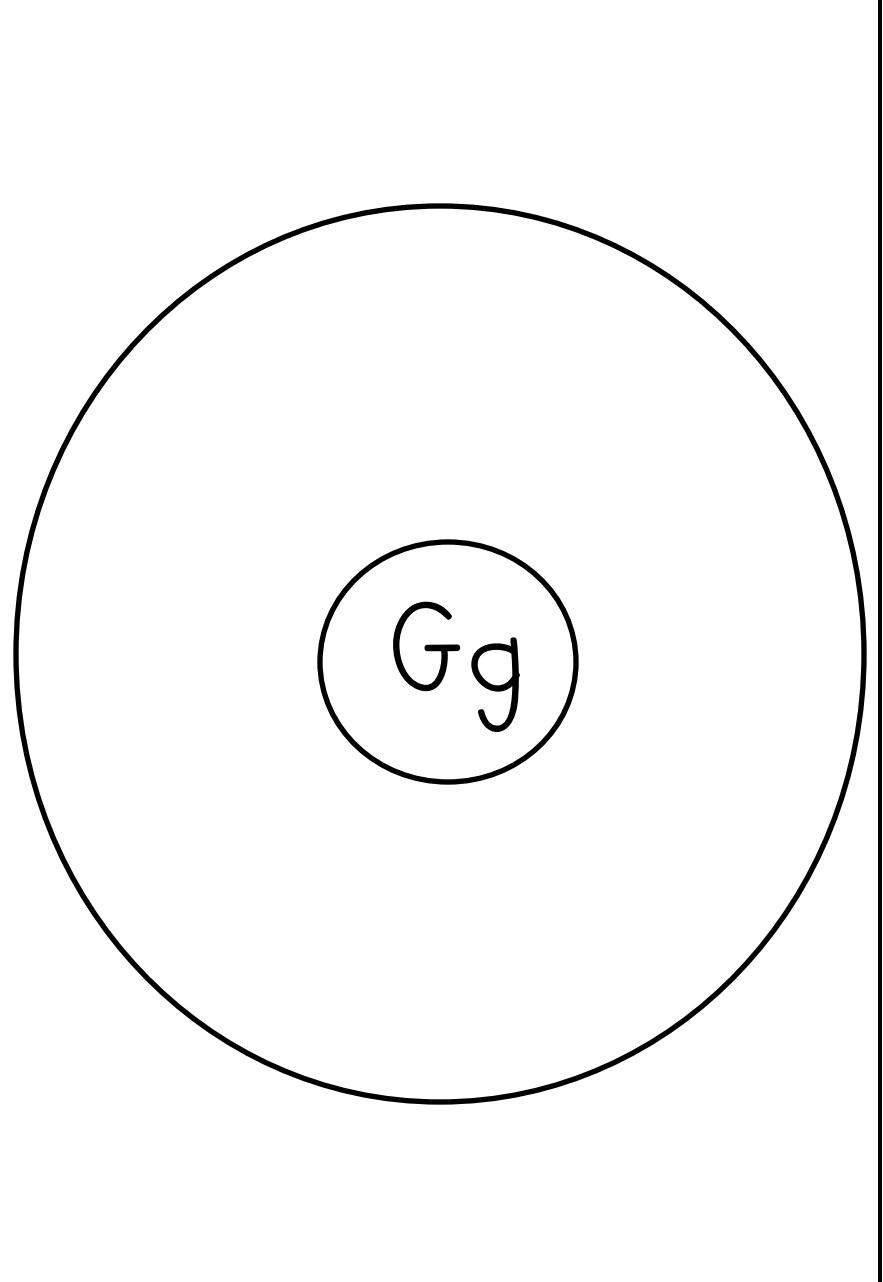
Ee



Ff

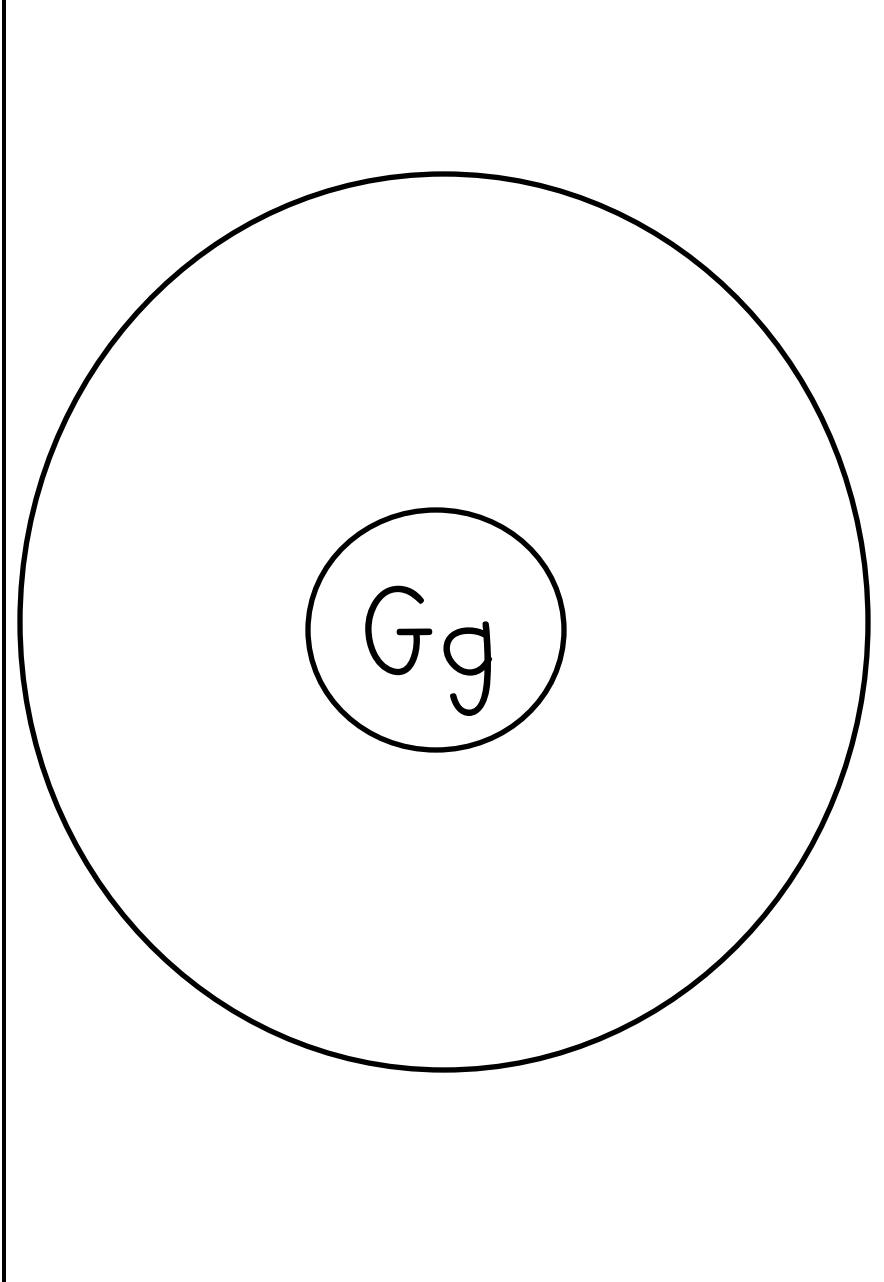


Ff



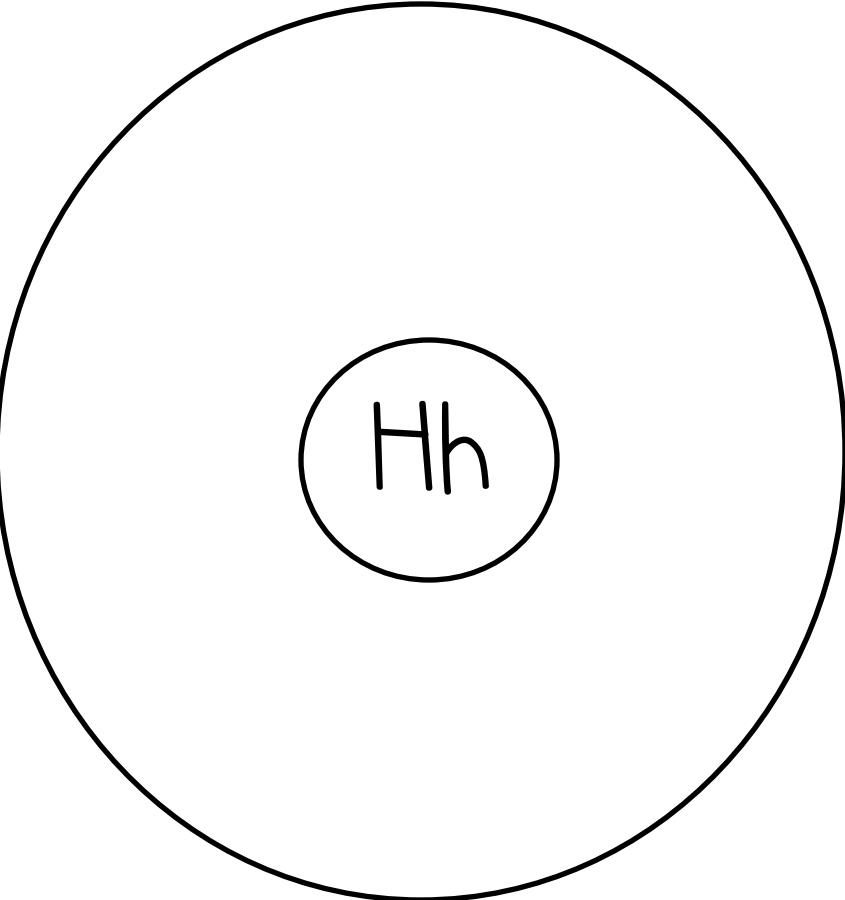
A diagram of a cell enclosed in a rectangular border. Inside the cell, there is a large circle representing the nucleus. In the center of the nucleus is a smaller circle representing the nucleolus. The text "Gg" is written inside the smaller circle.

Gg

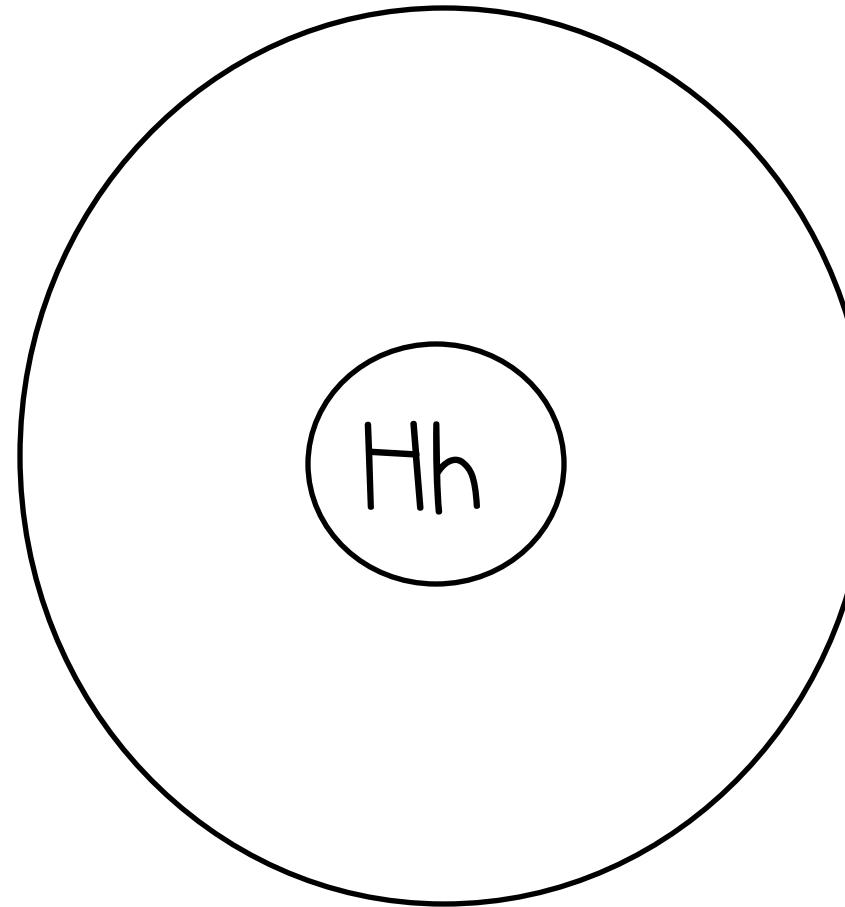


A diagram of a cell enclosed in a rectangular border. Inside the cell, there is a large circle representing the nucleus. In the center of the nucleus is a smaller circle representing the nucleolus. The text "Gg" is written inside the smaller circle.

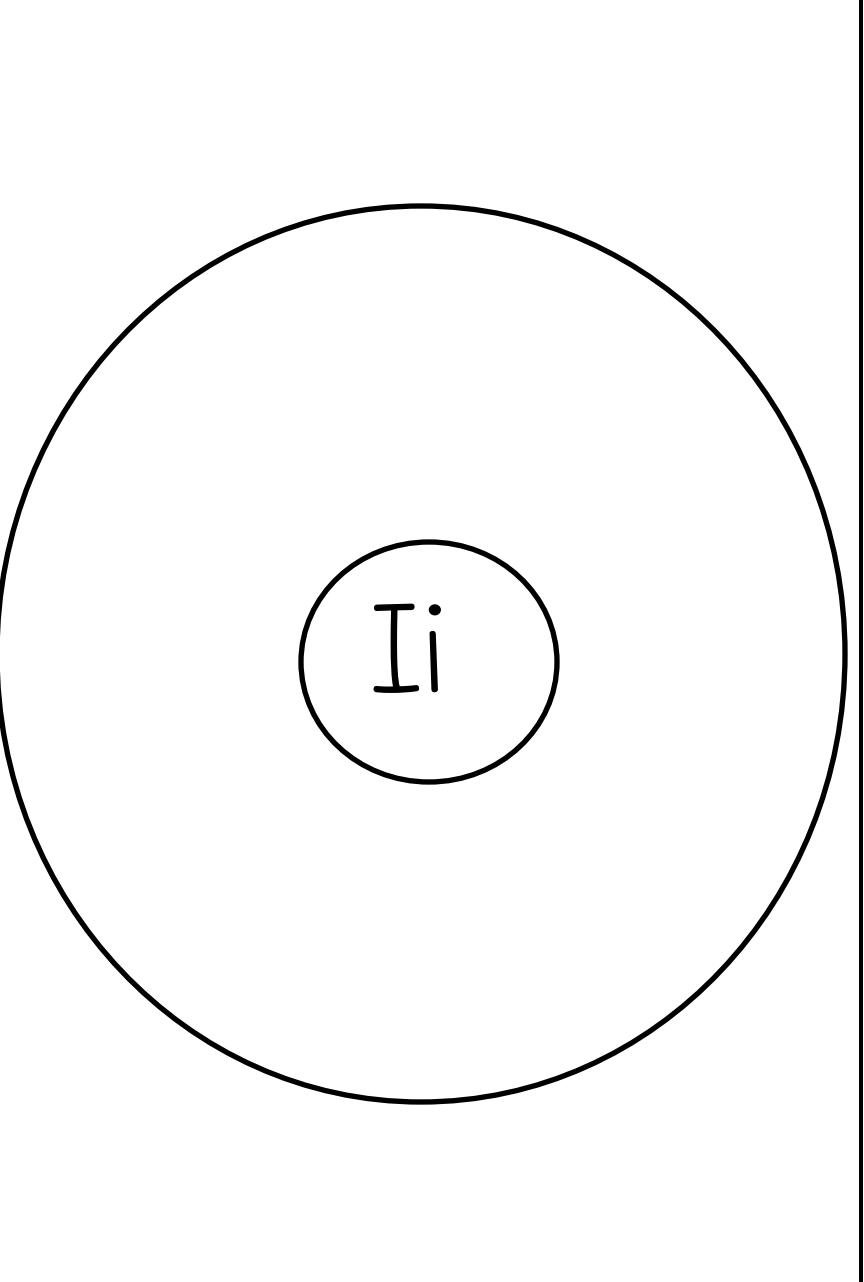
Gg



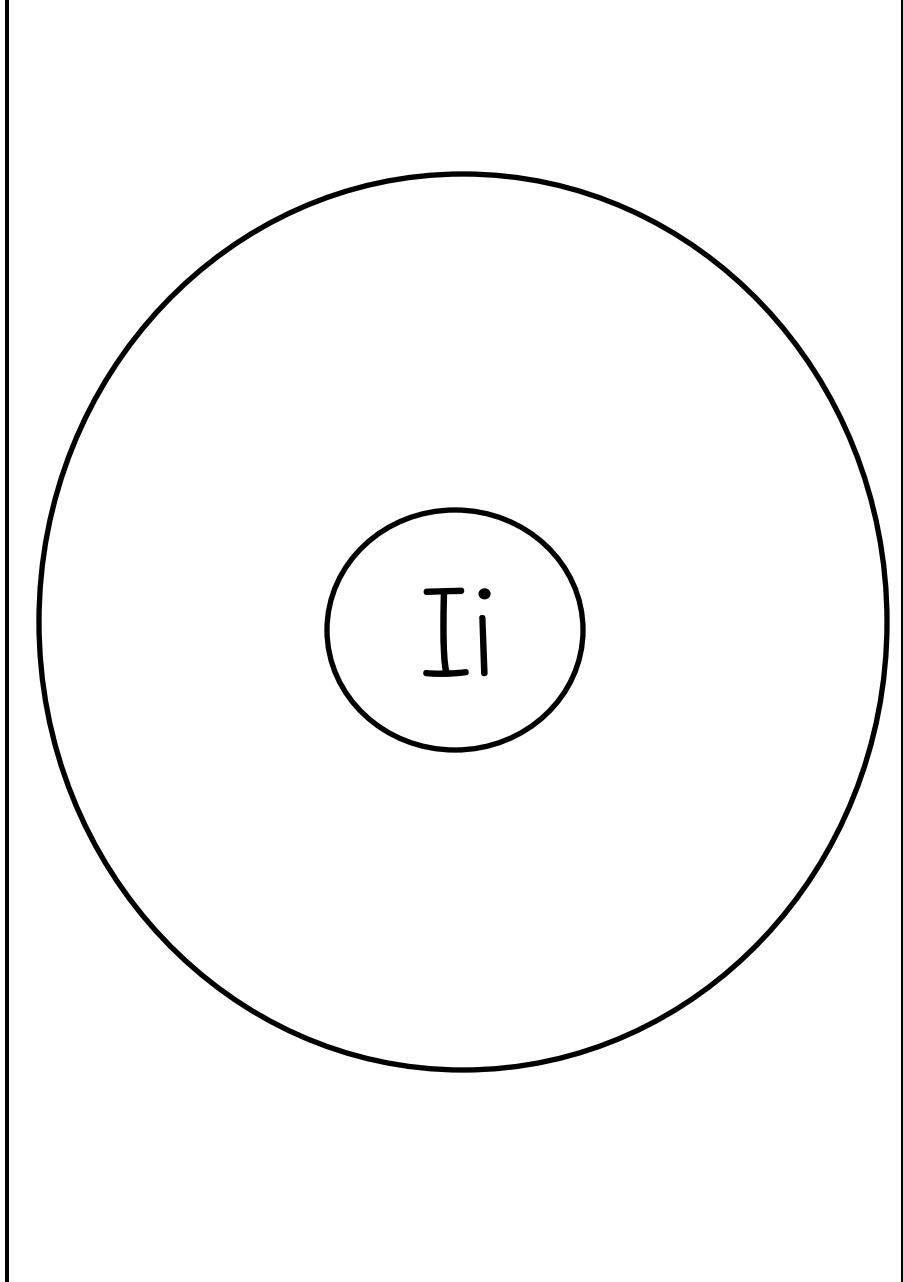
Hh



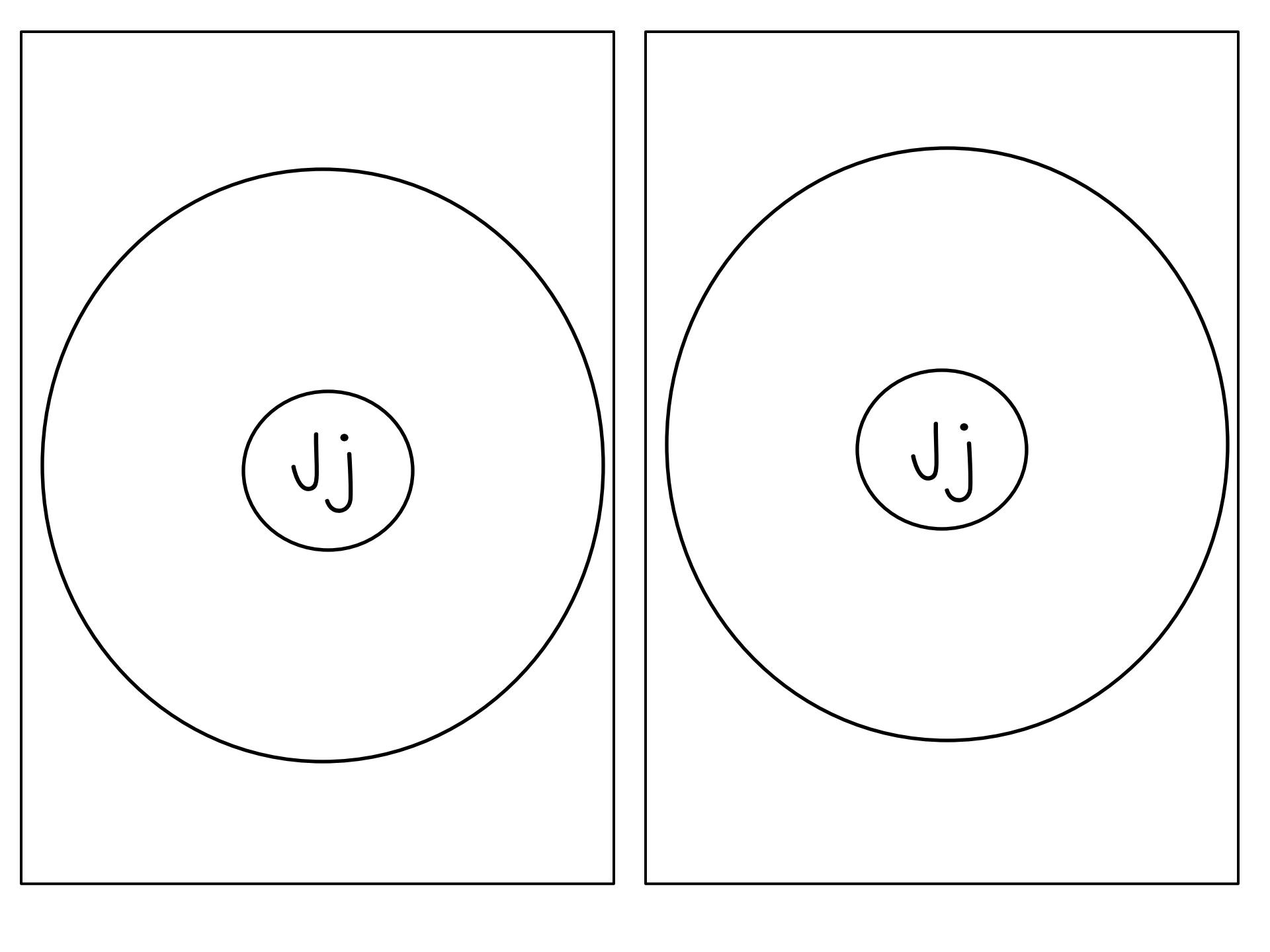
Hh



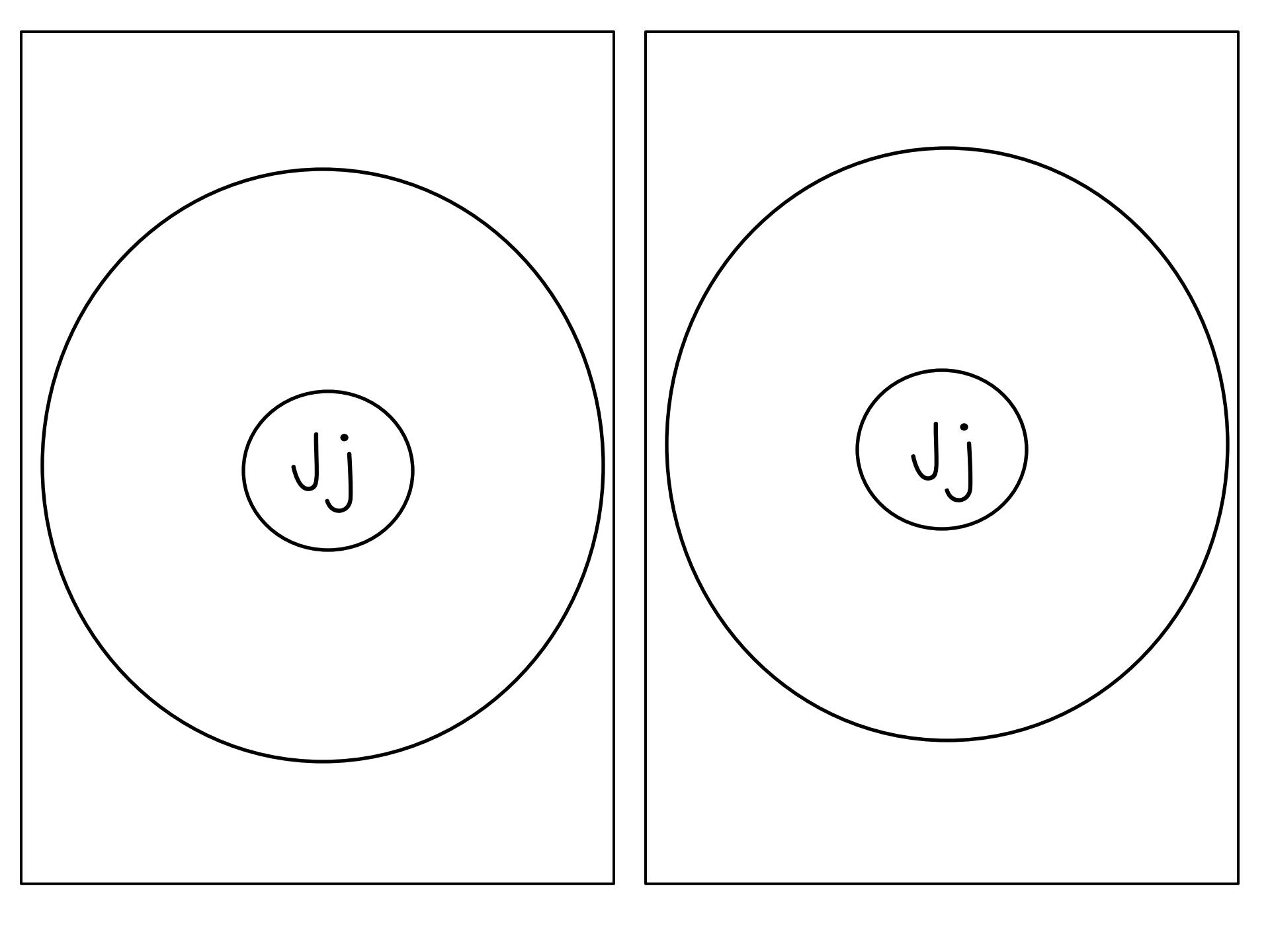
Ii



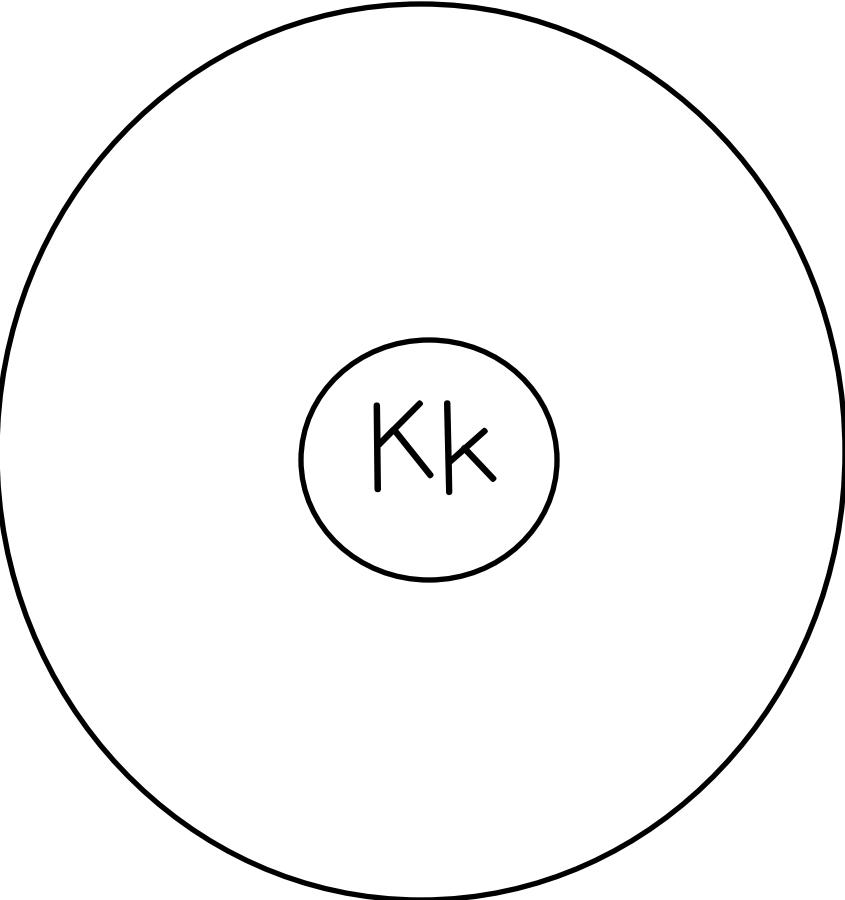
Ii



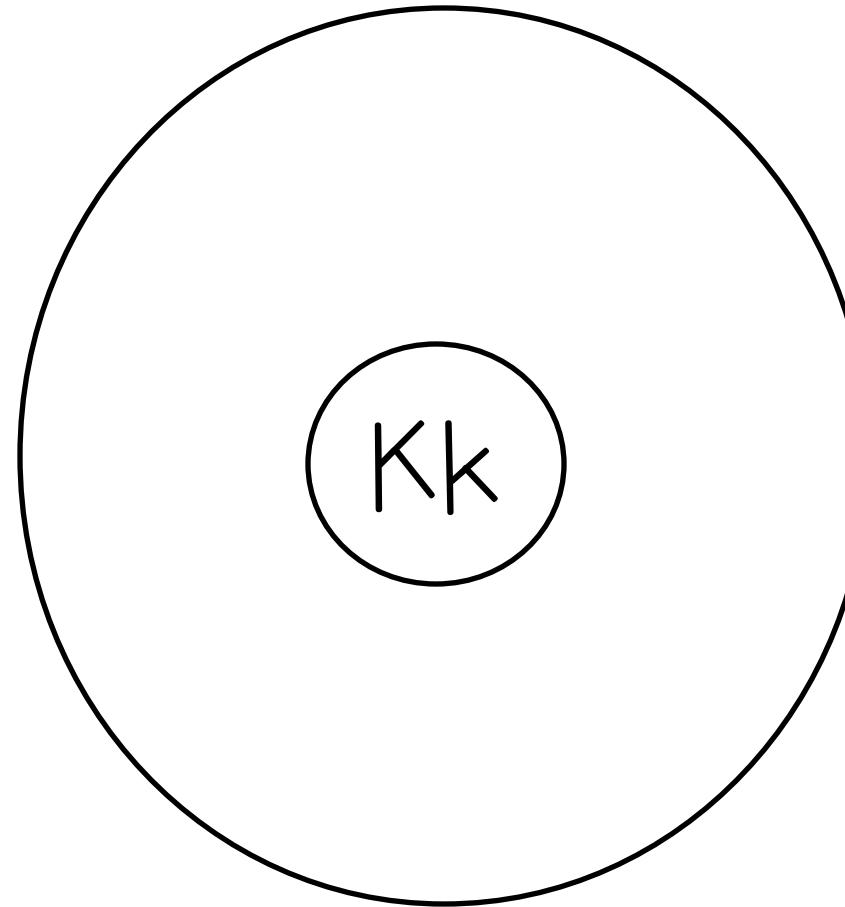
Jj



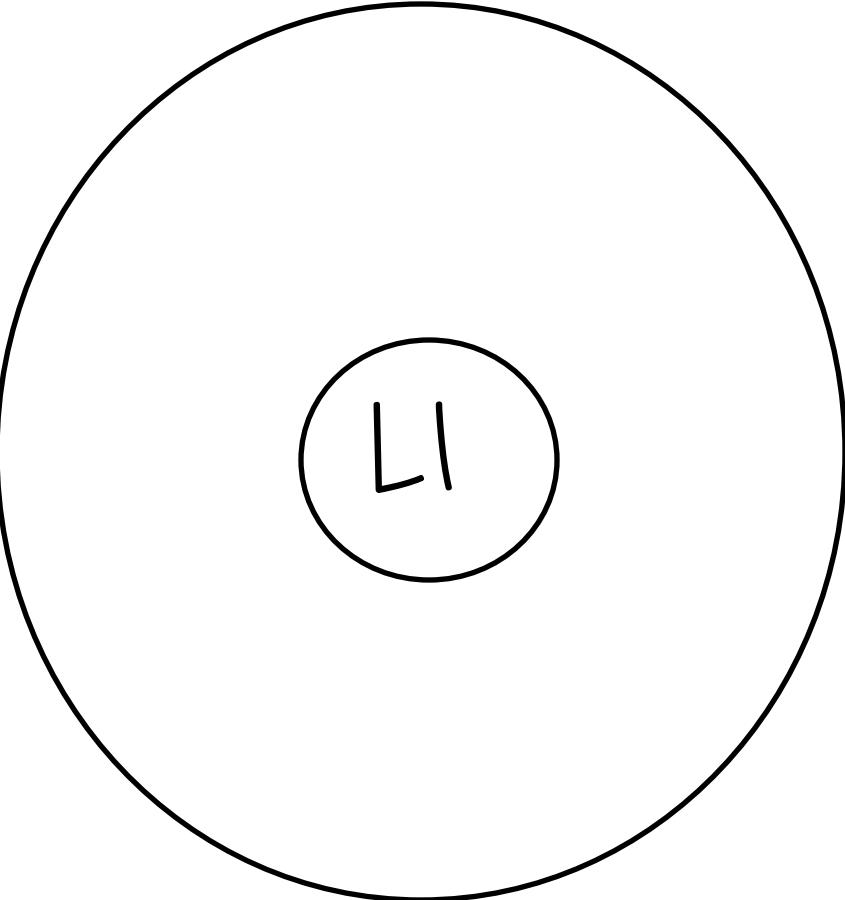
Jj



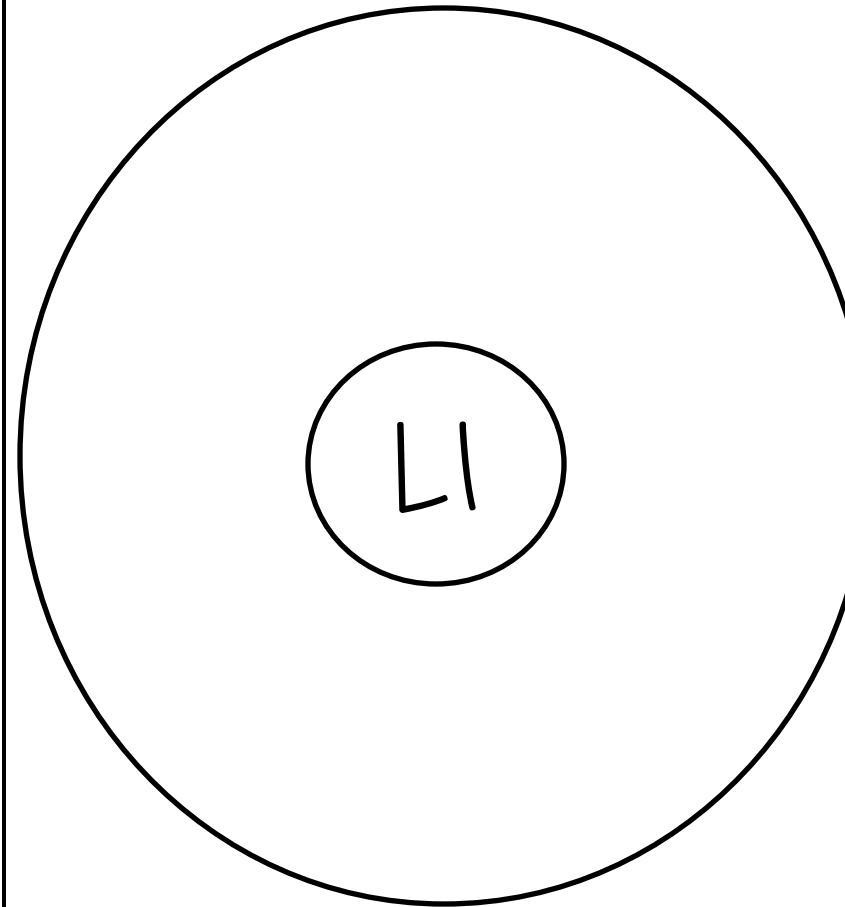
Kk



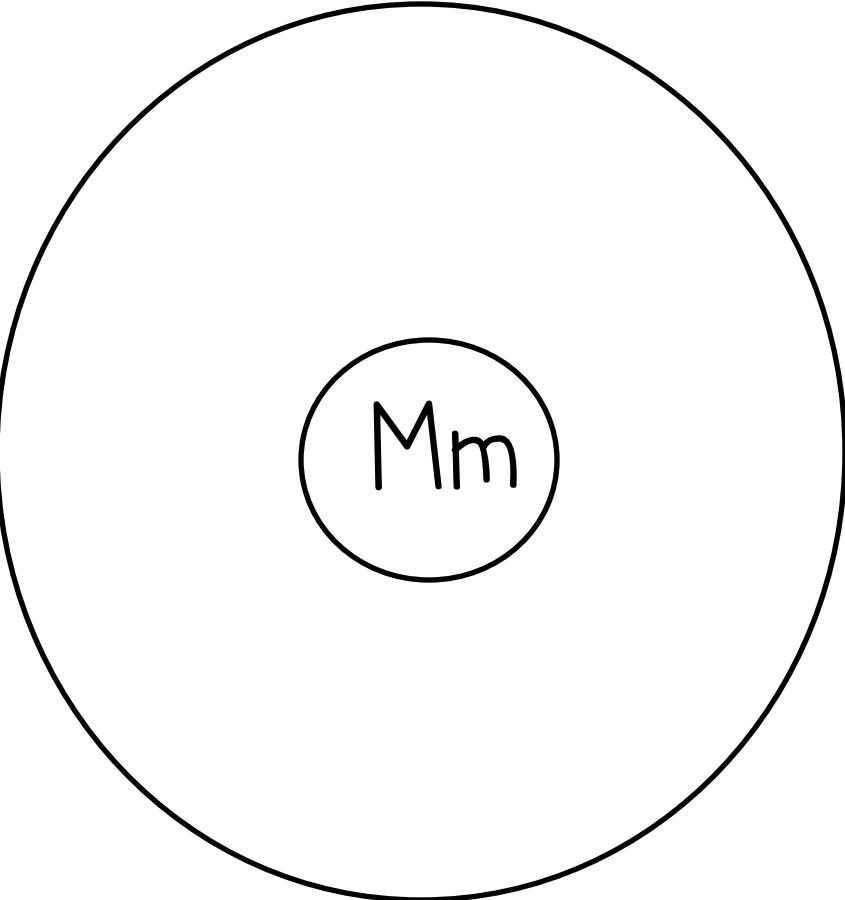
Kk



LI

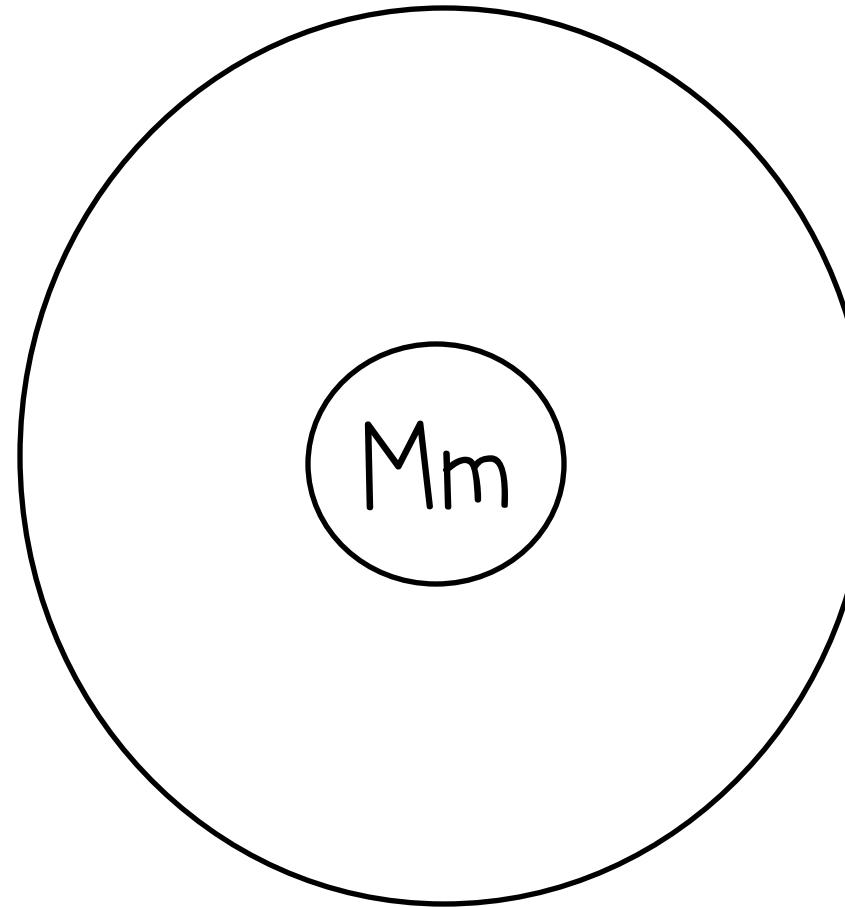


LI



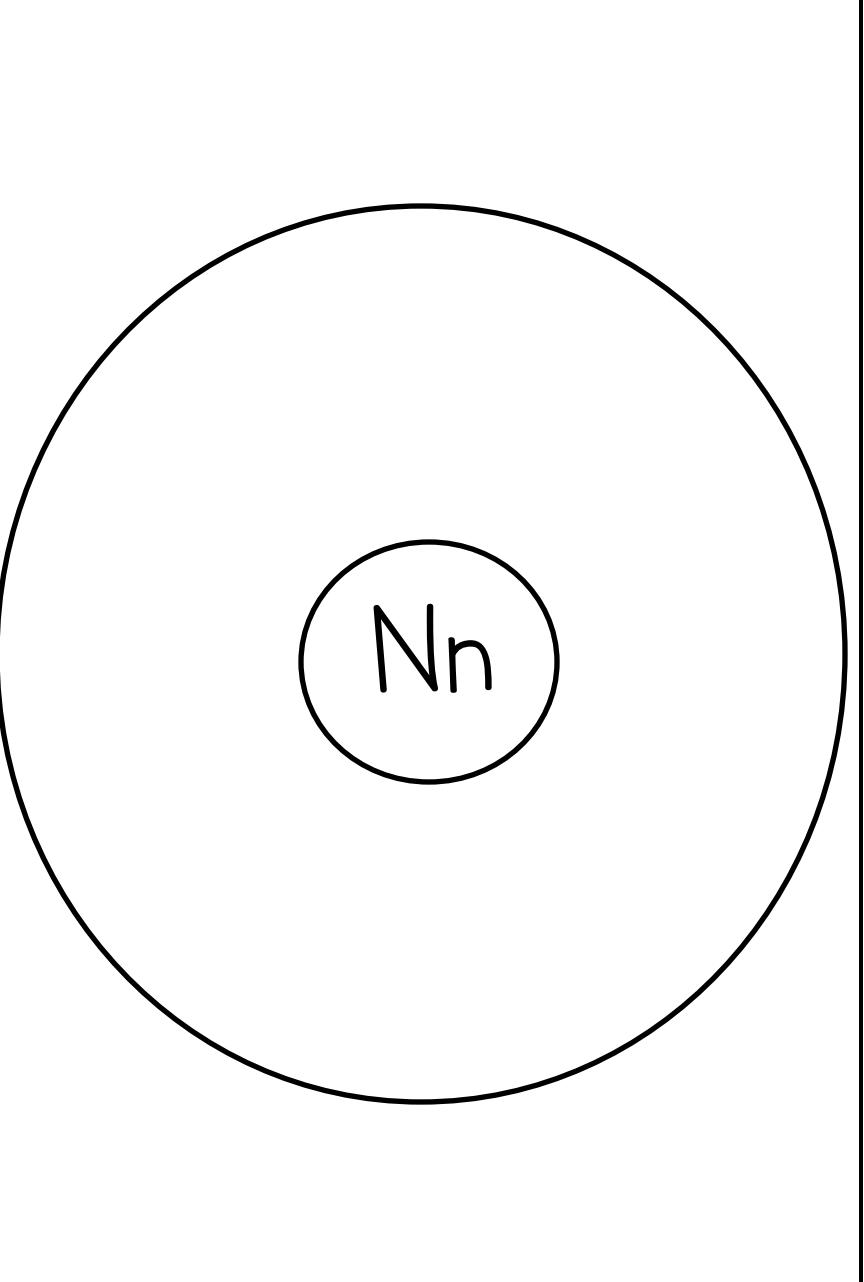
Mm

A diagram showing a large circle representing a nucleus. Inside the nucleus is a smaller circle containing the text "Mm", representing a mass within the nucleus.

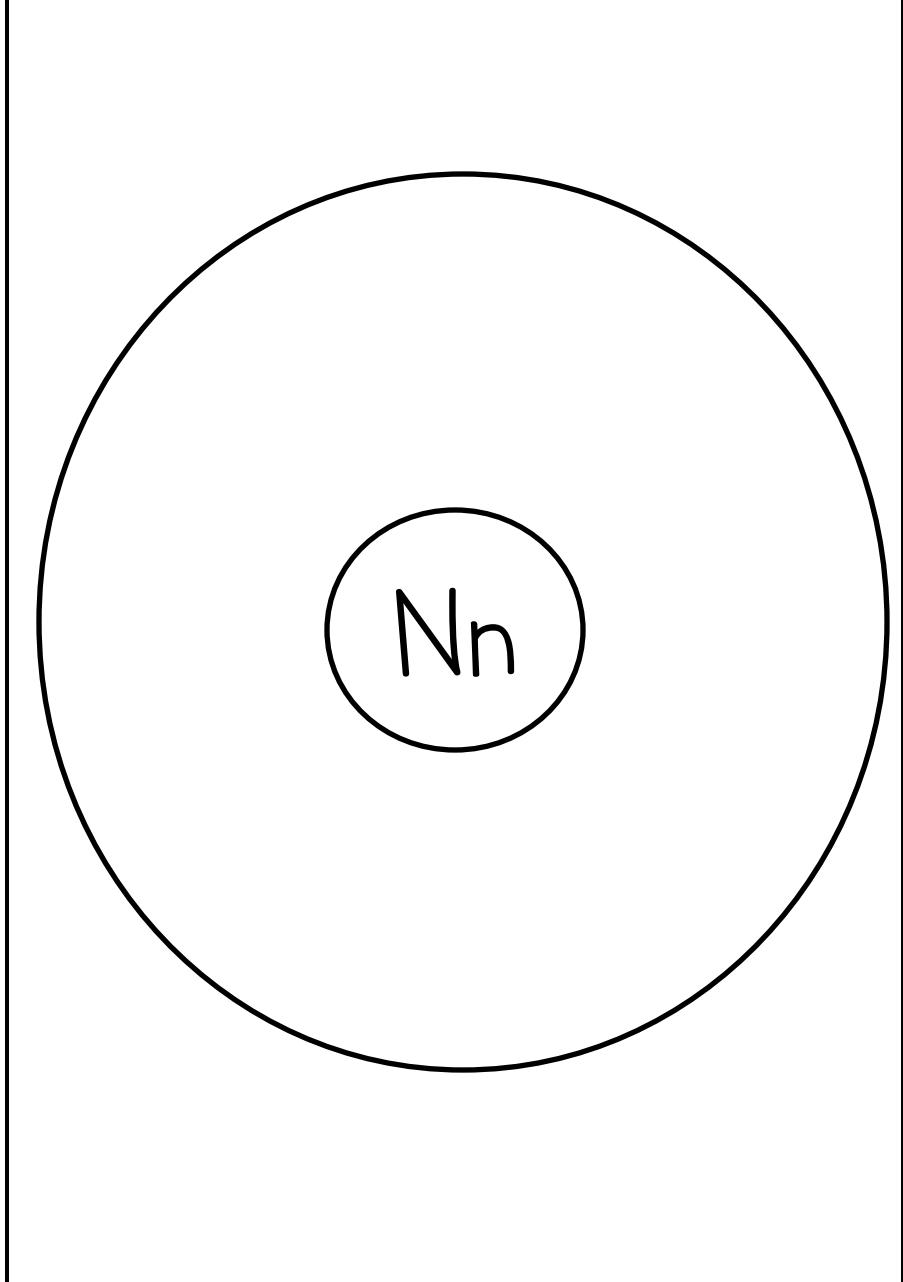


Mm

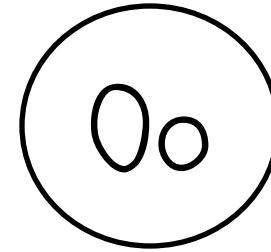
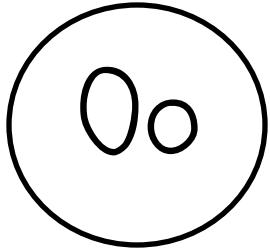
A diagram showing a large circle representing a nucleus. Inside the nucleus is a smaller circle containing the text "Mm", representing a mass within the nucleus.

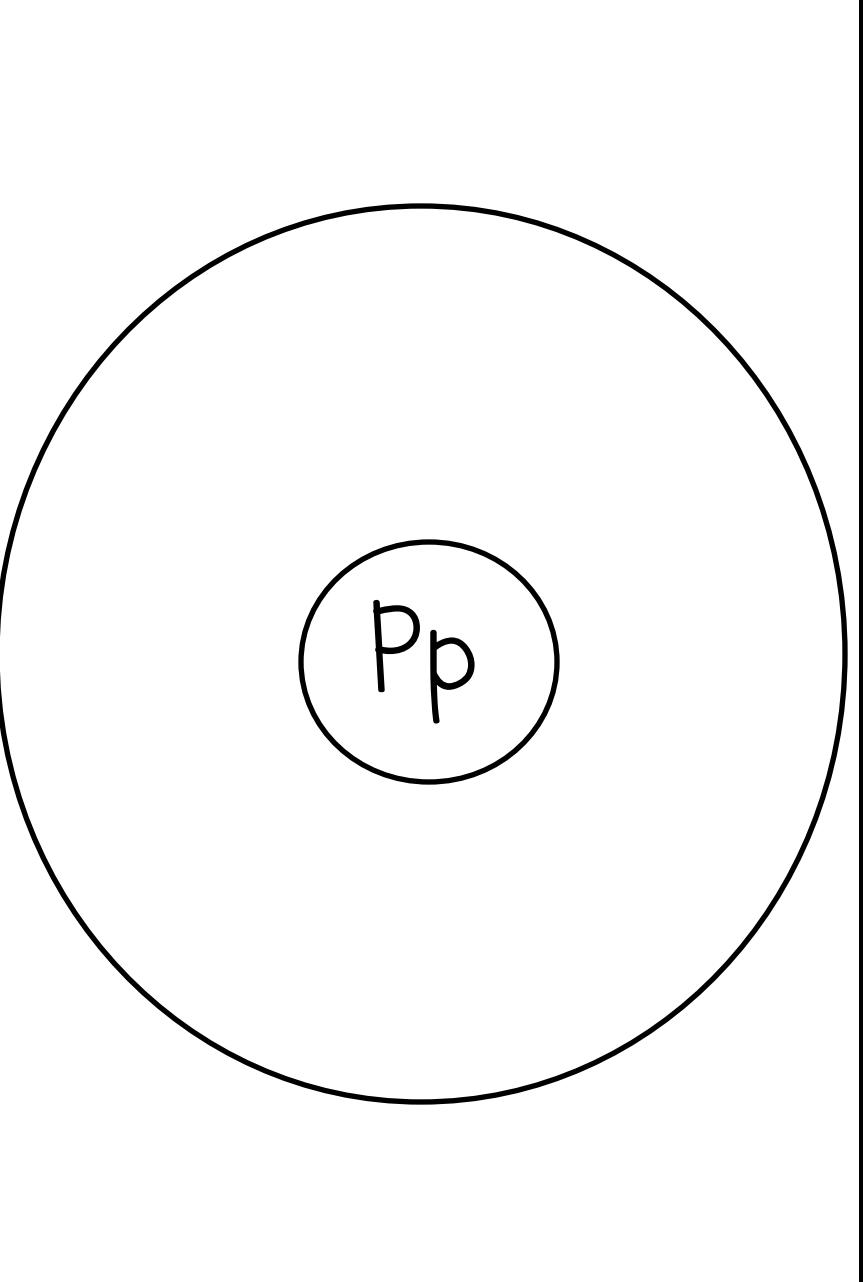


Nh

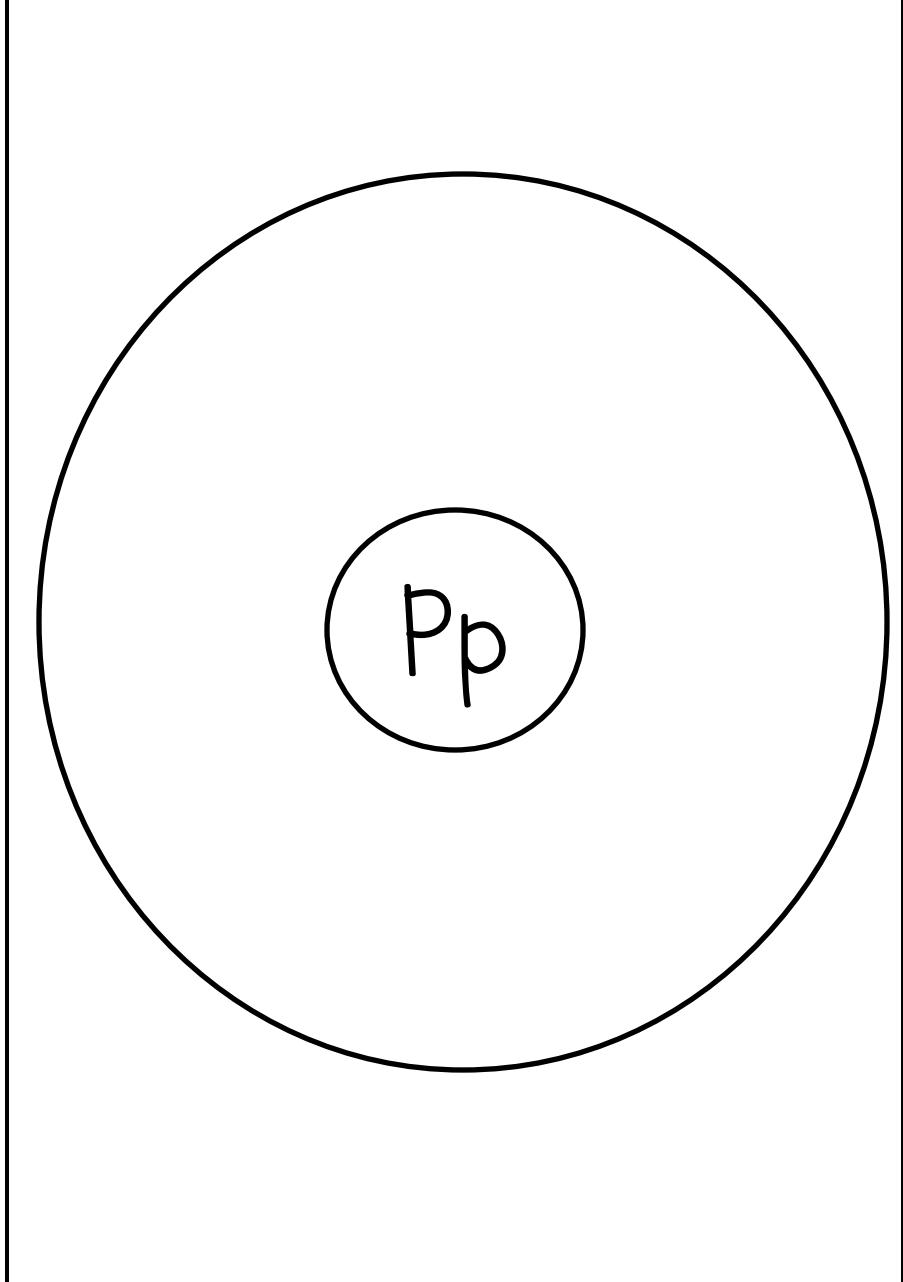


Nh

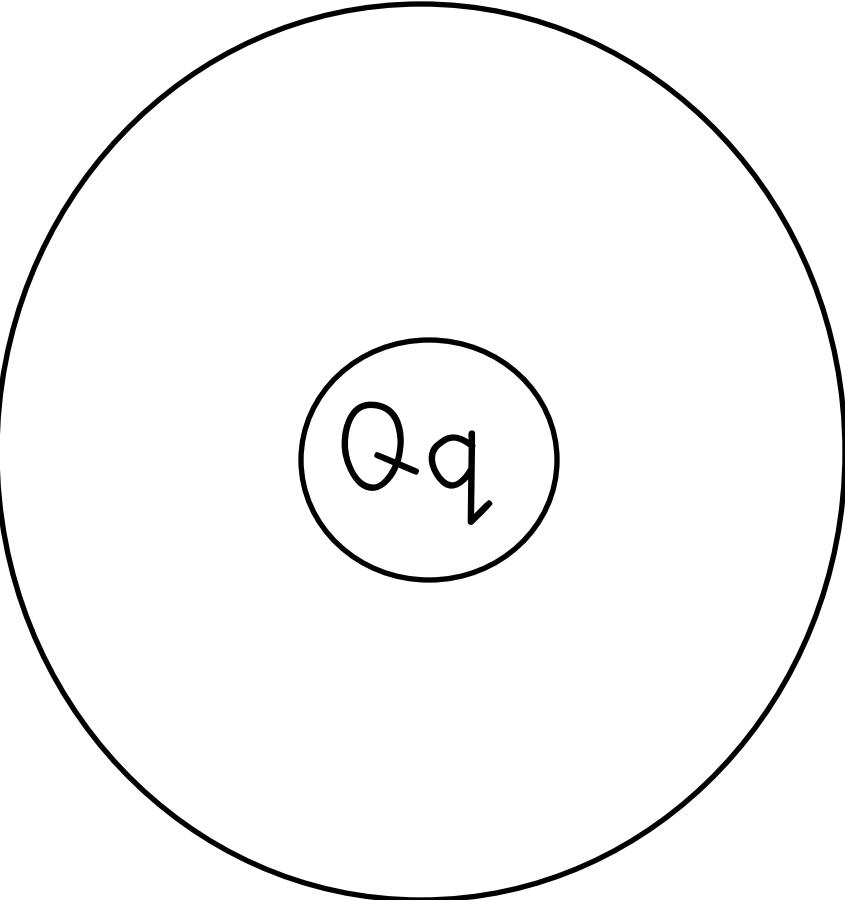




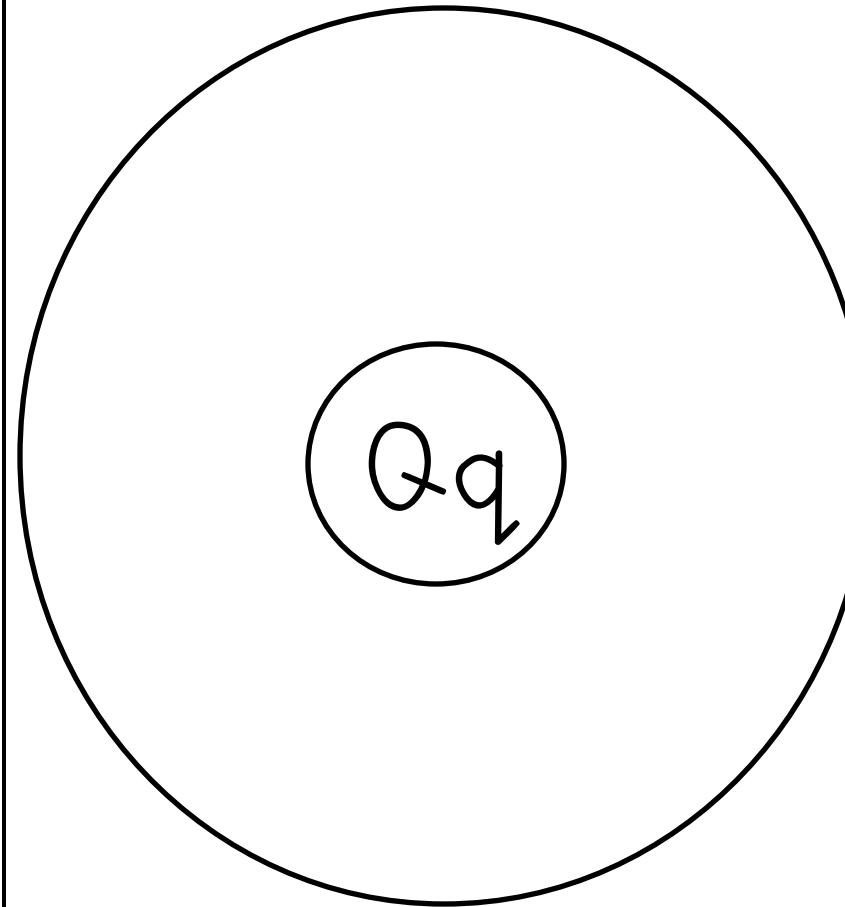
Pp



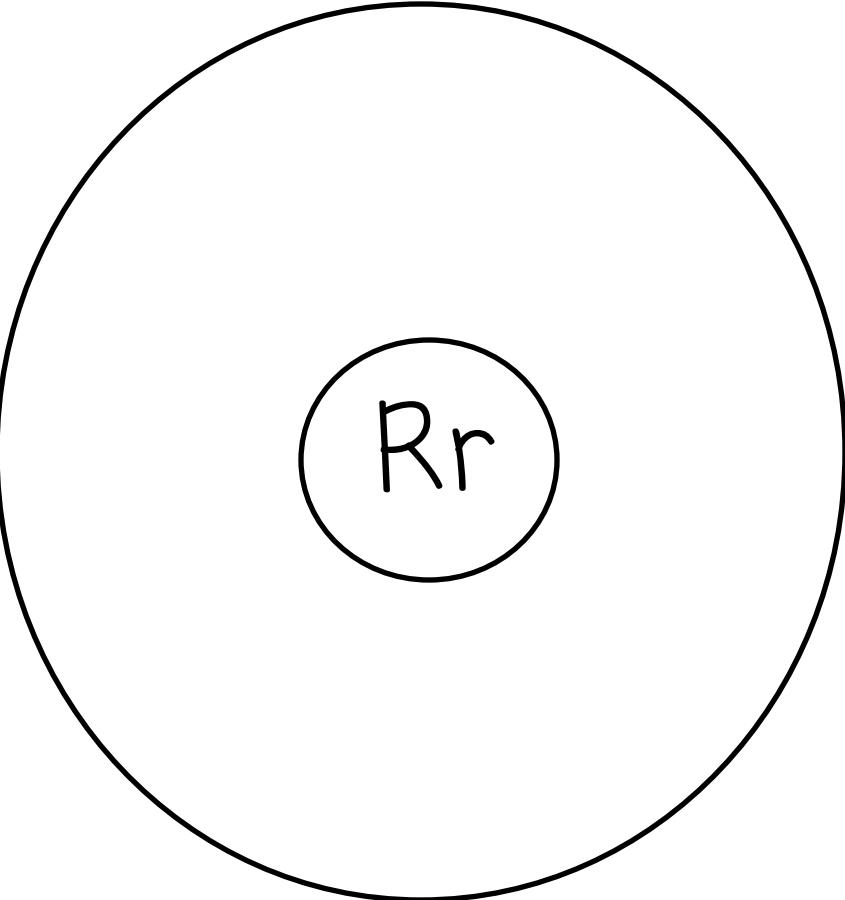
Pp



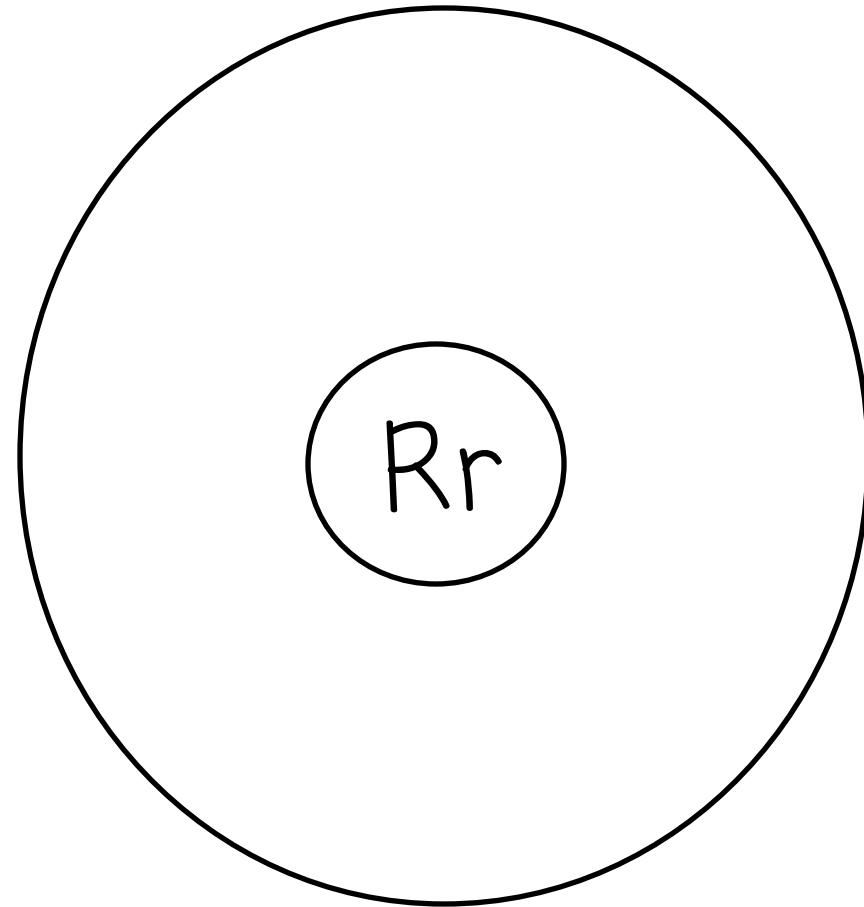
Qq



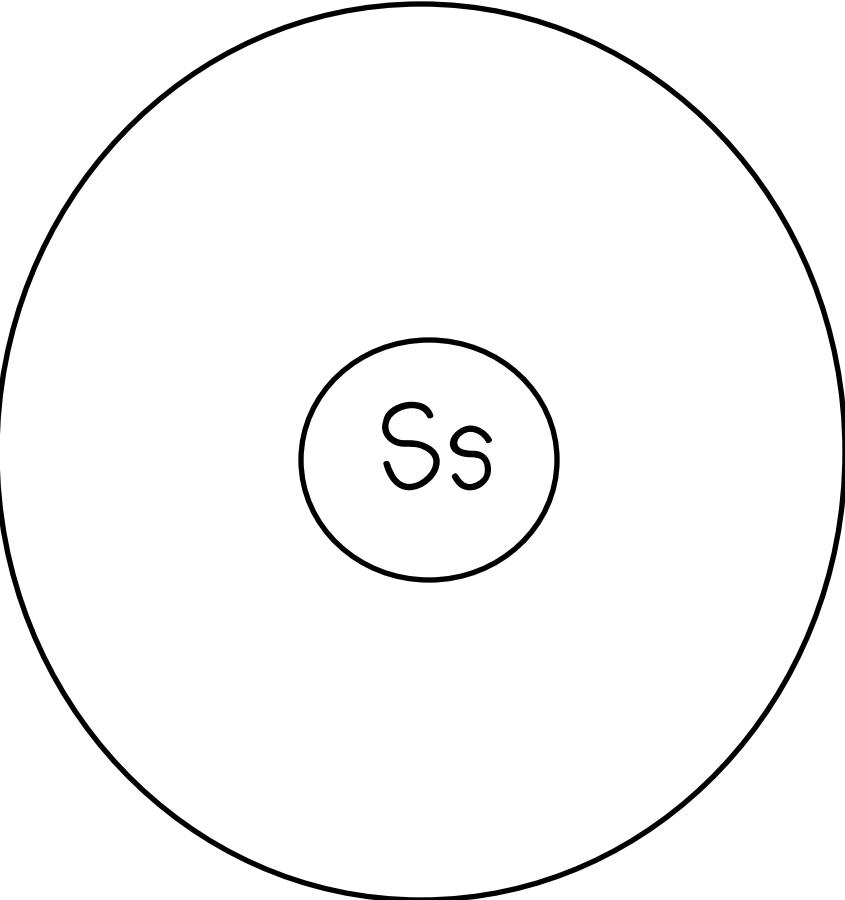
Qq



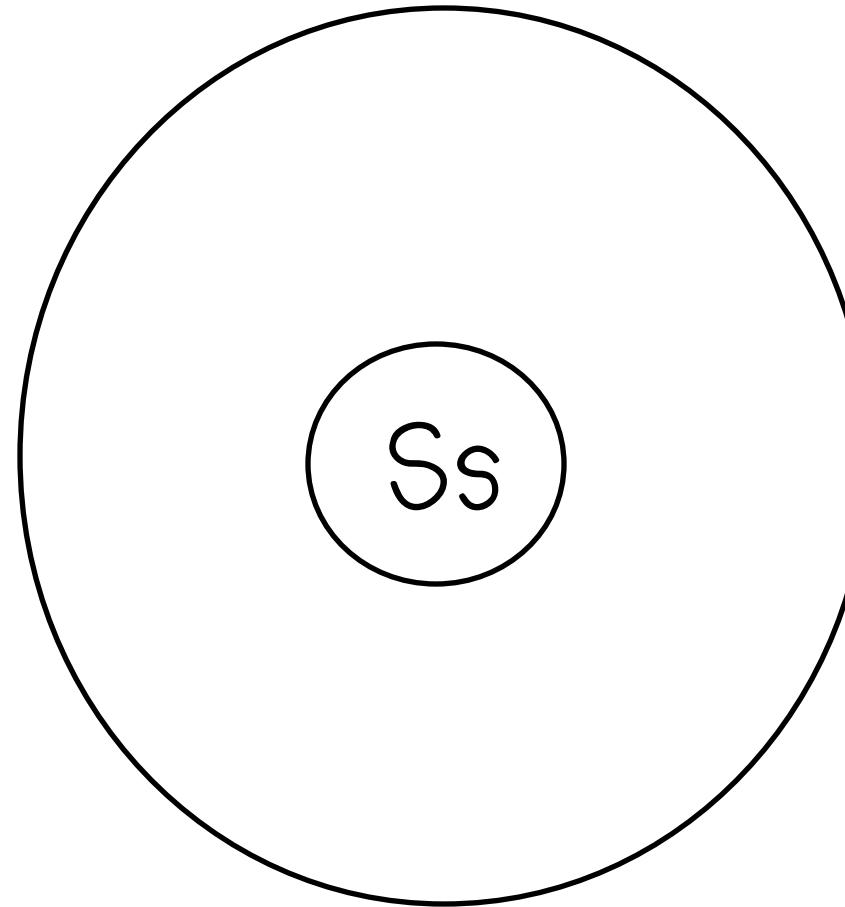
Rr



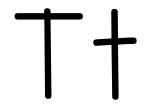
Rr



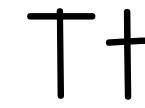
Ss



Ss

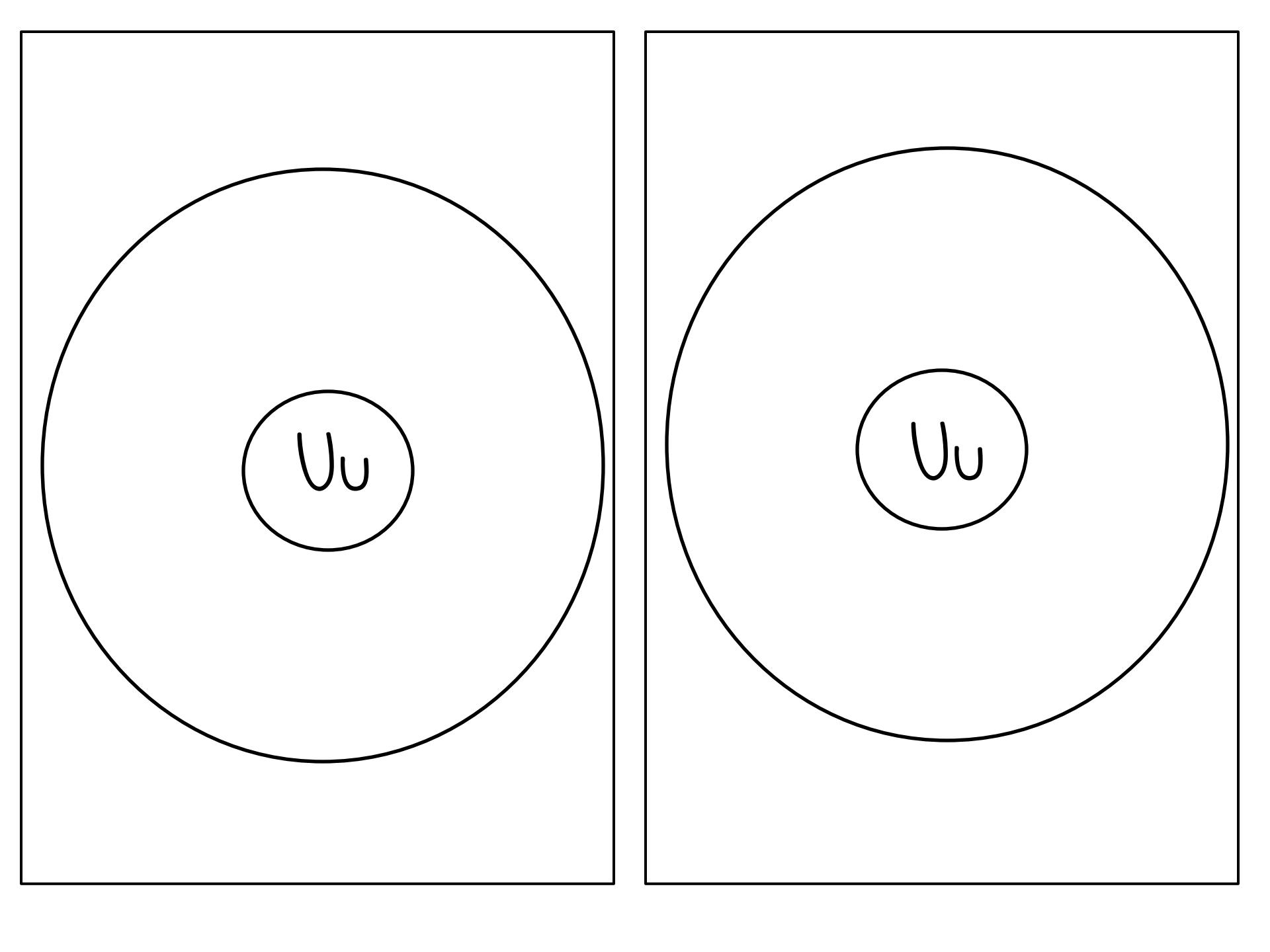


$T+$

A Venn diagram consisting of a large circle and a smaller circle inside it. The smaller circle is centered in the large circle and contains the text $T+$.

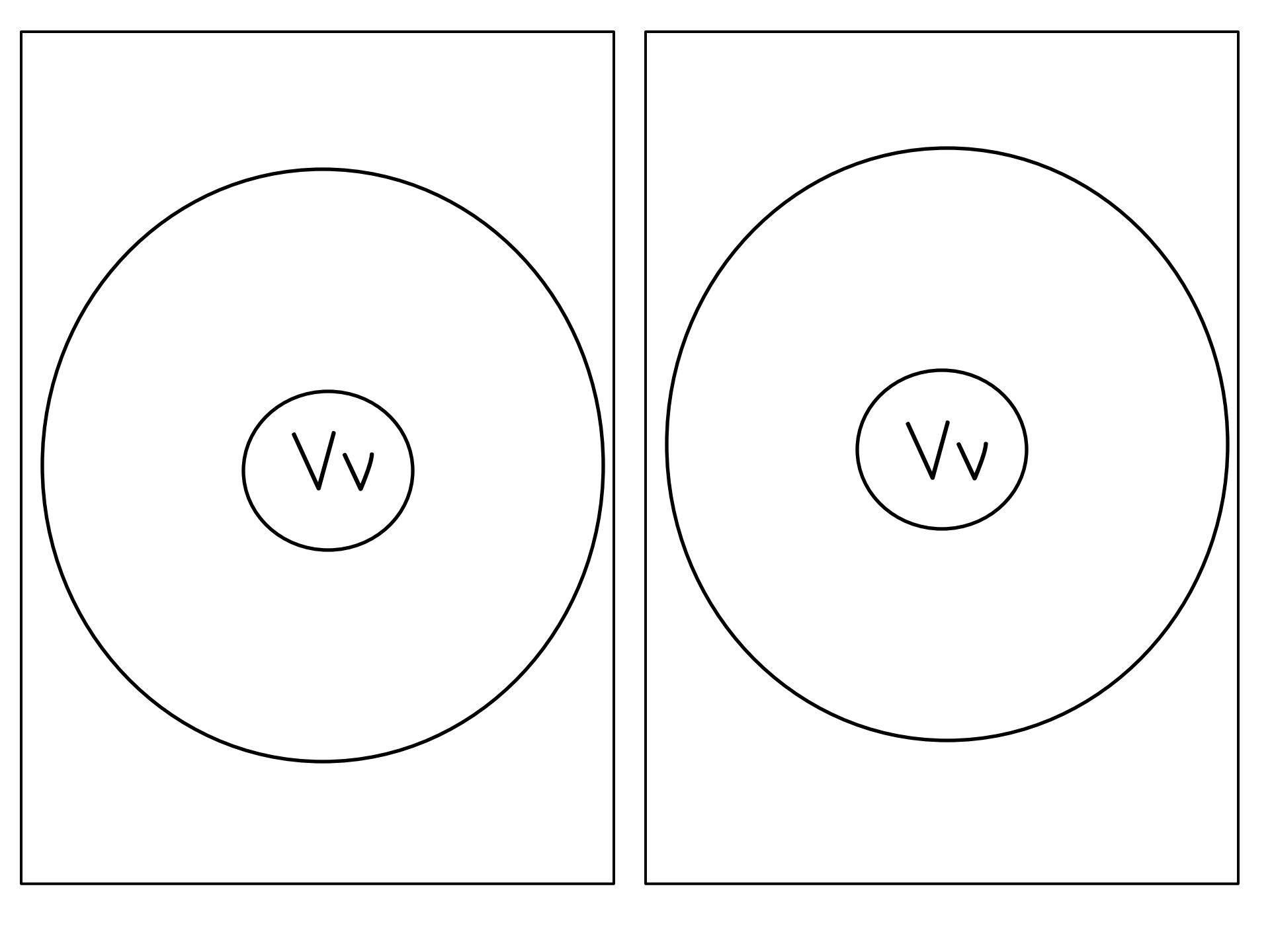
$T+$

A Venn diagram consisting of a large circle and a smaller circle inside it. The smaller circle is centered in the large circle and contains the text $T+$.



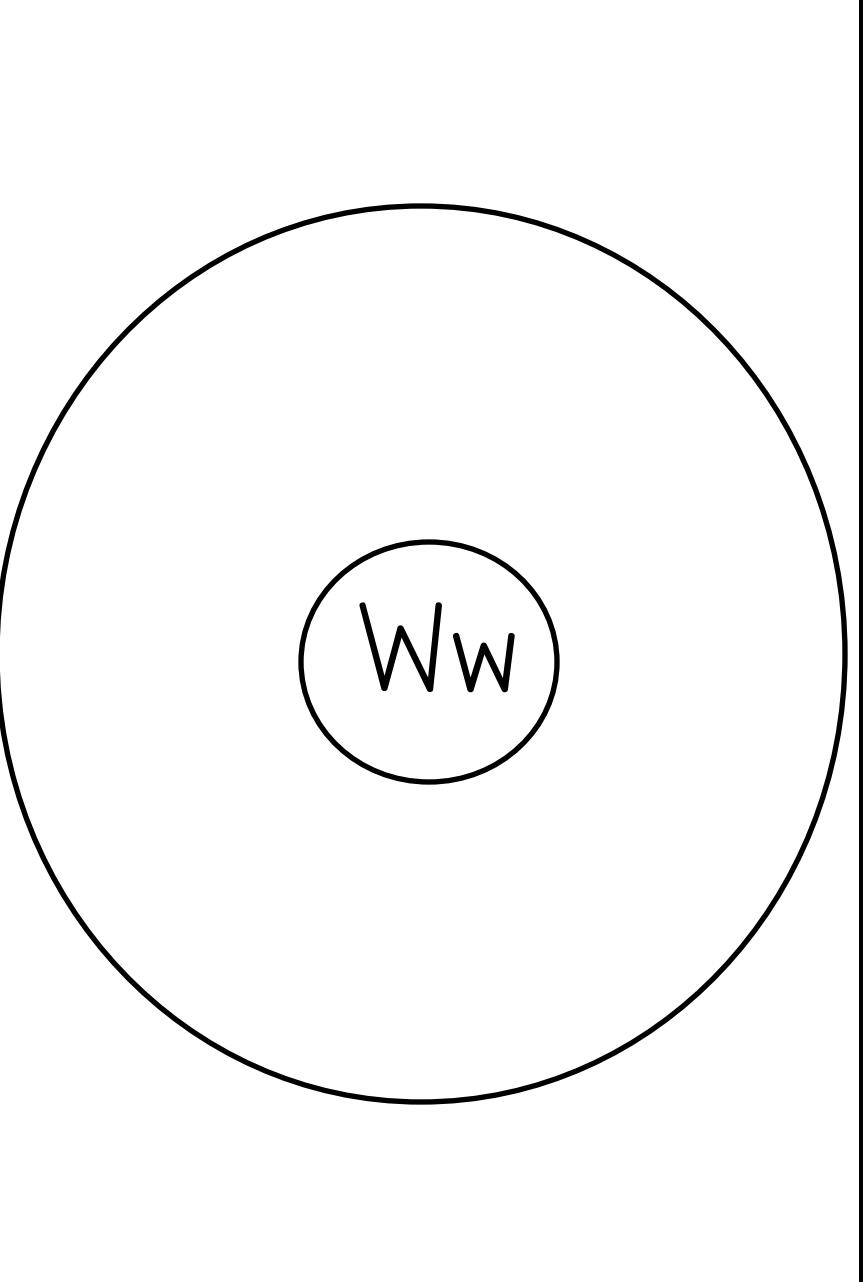
Uu

Uu

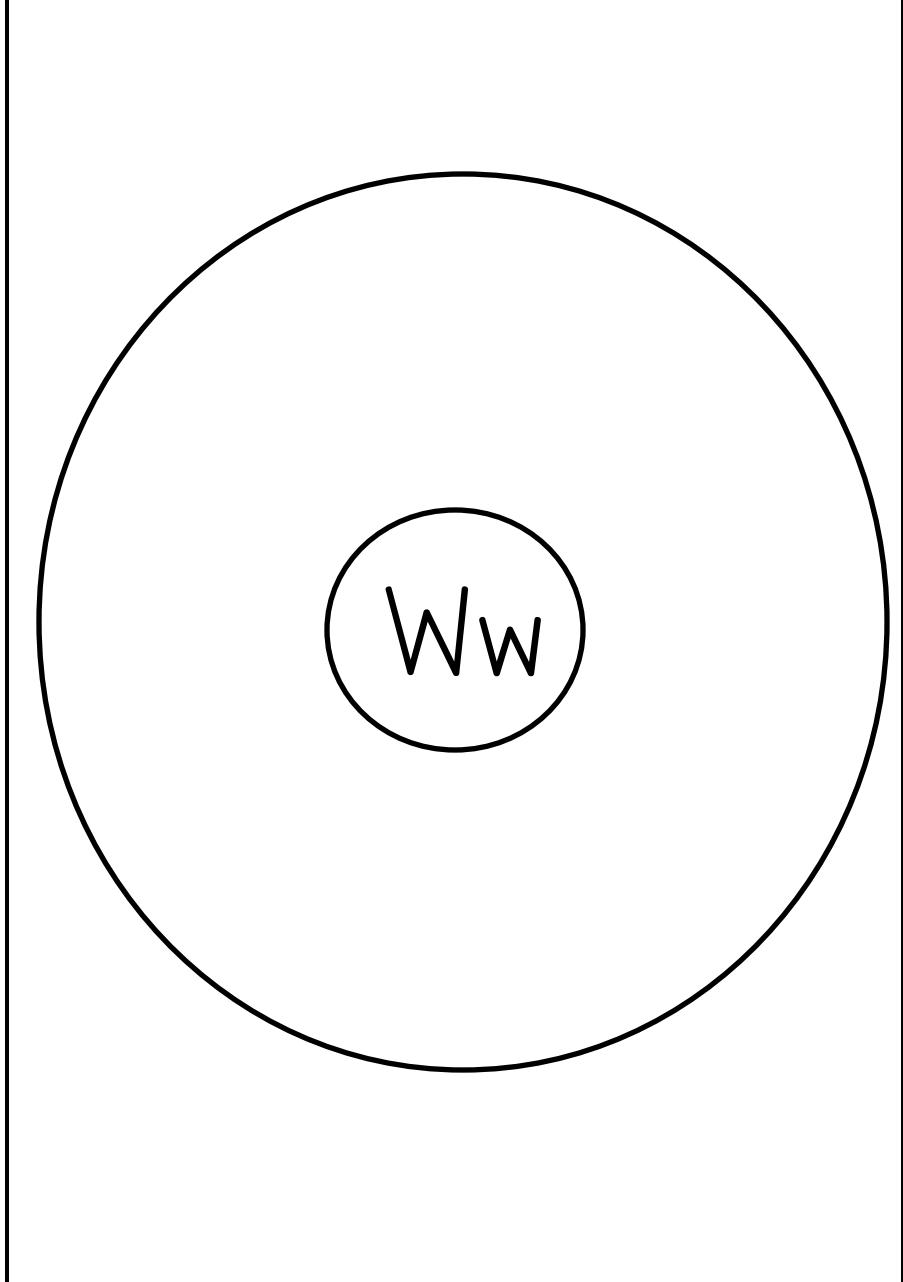


Vv

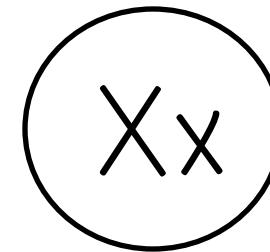
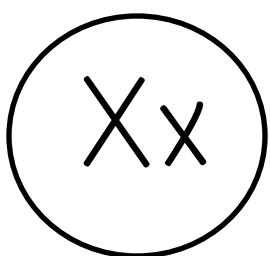
Ww

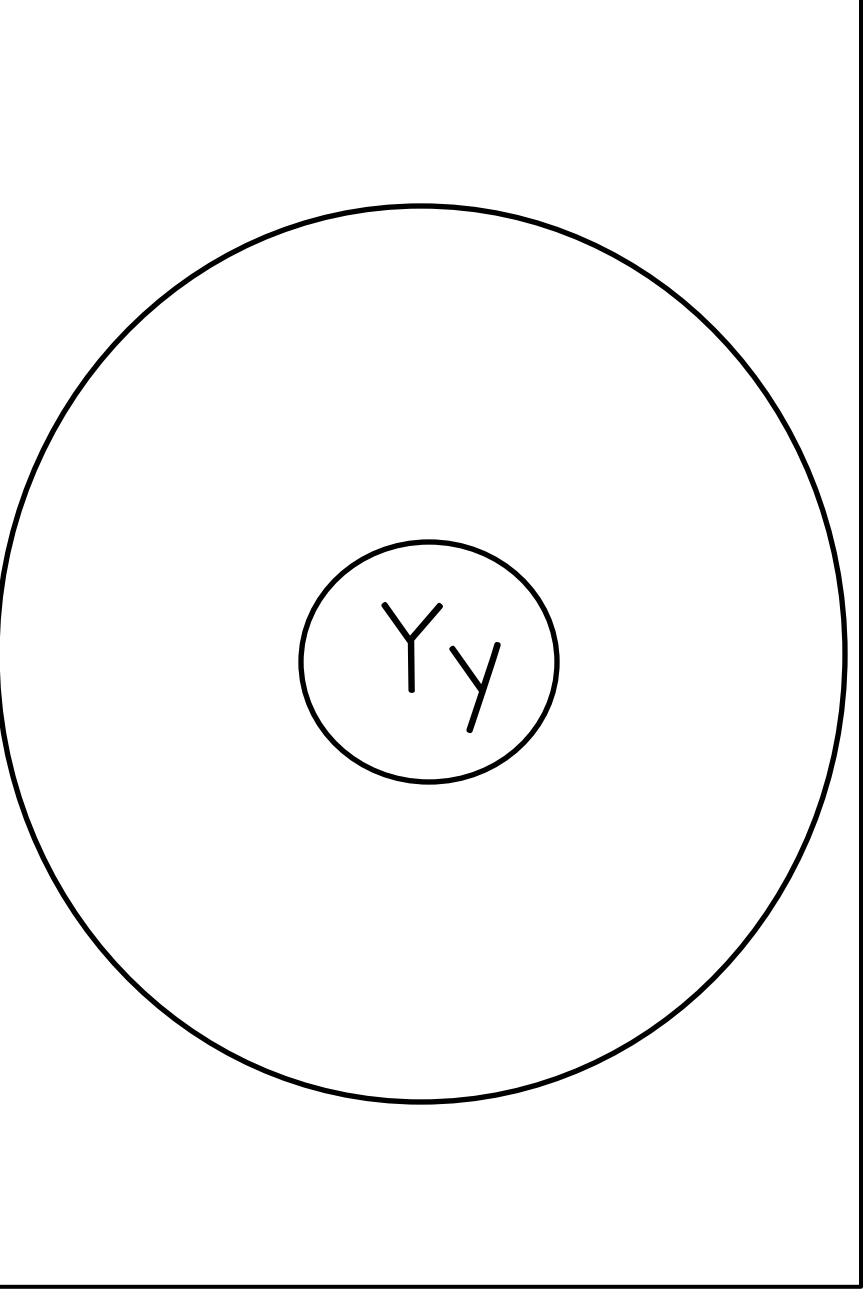


Ww

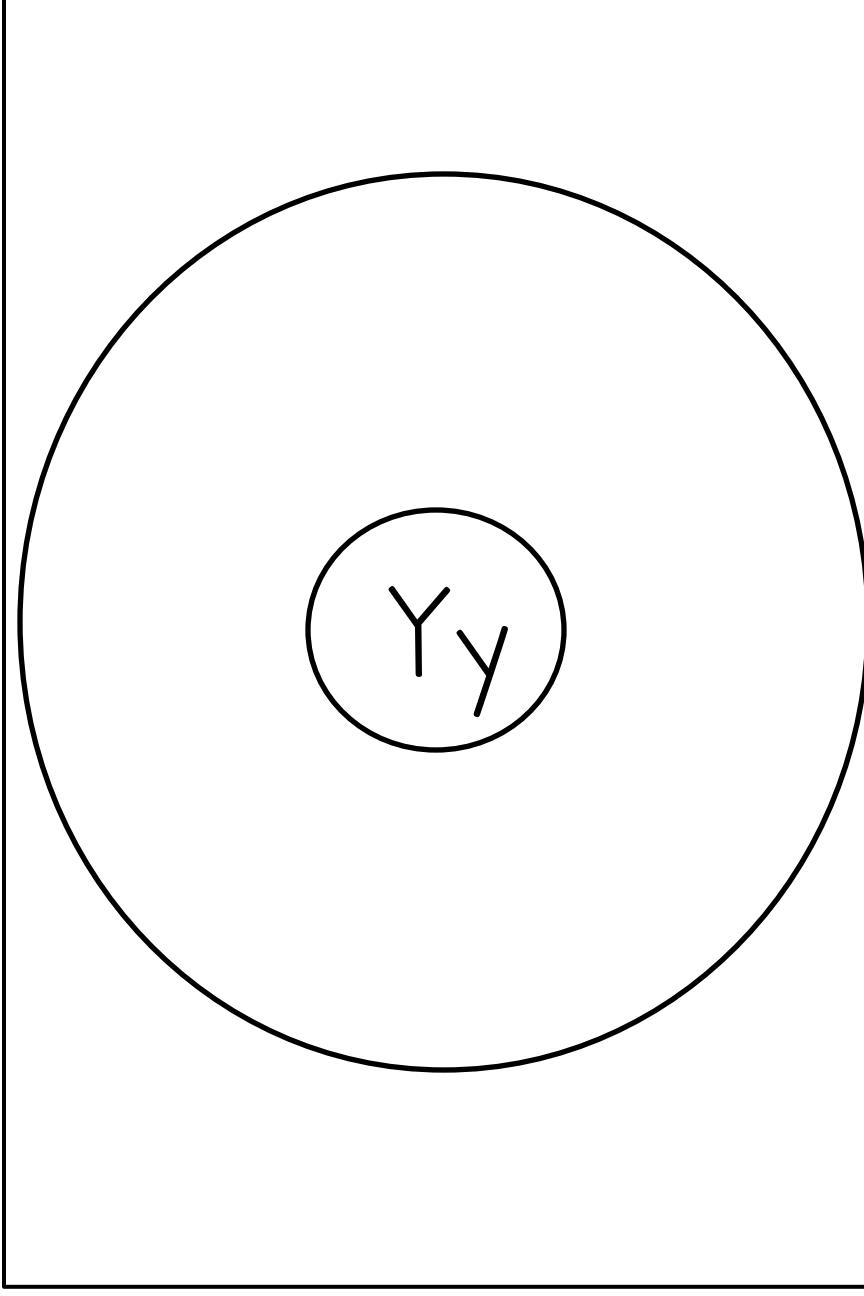


Ww

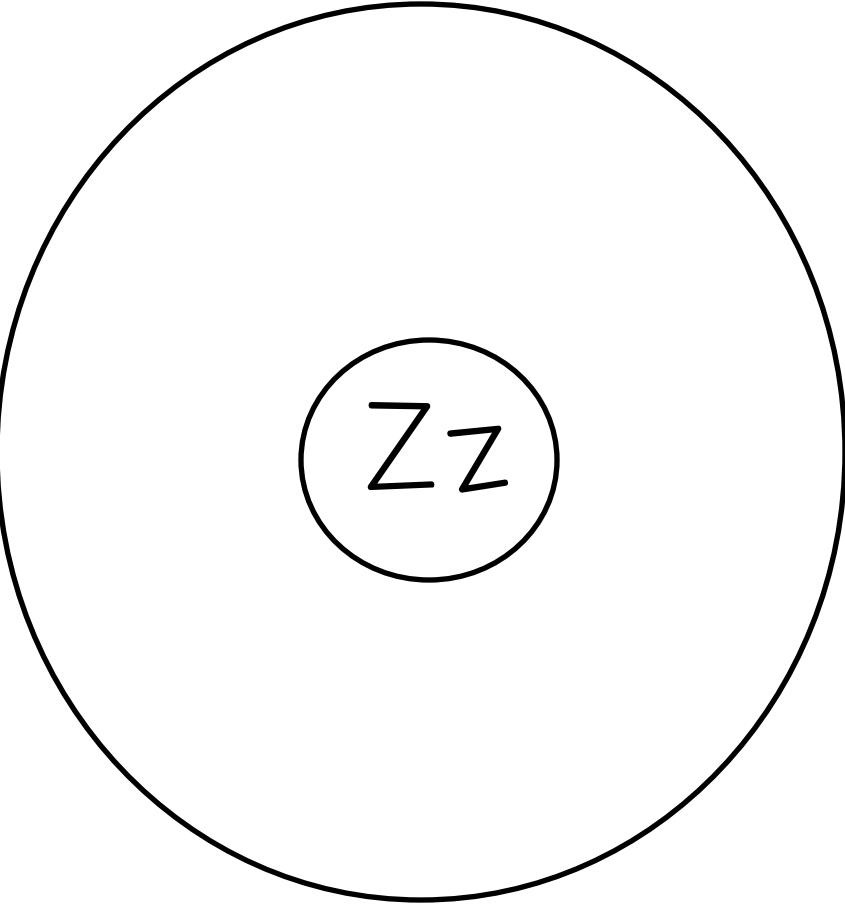




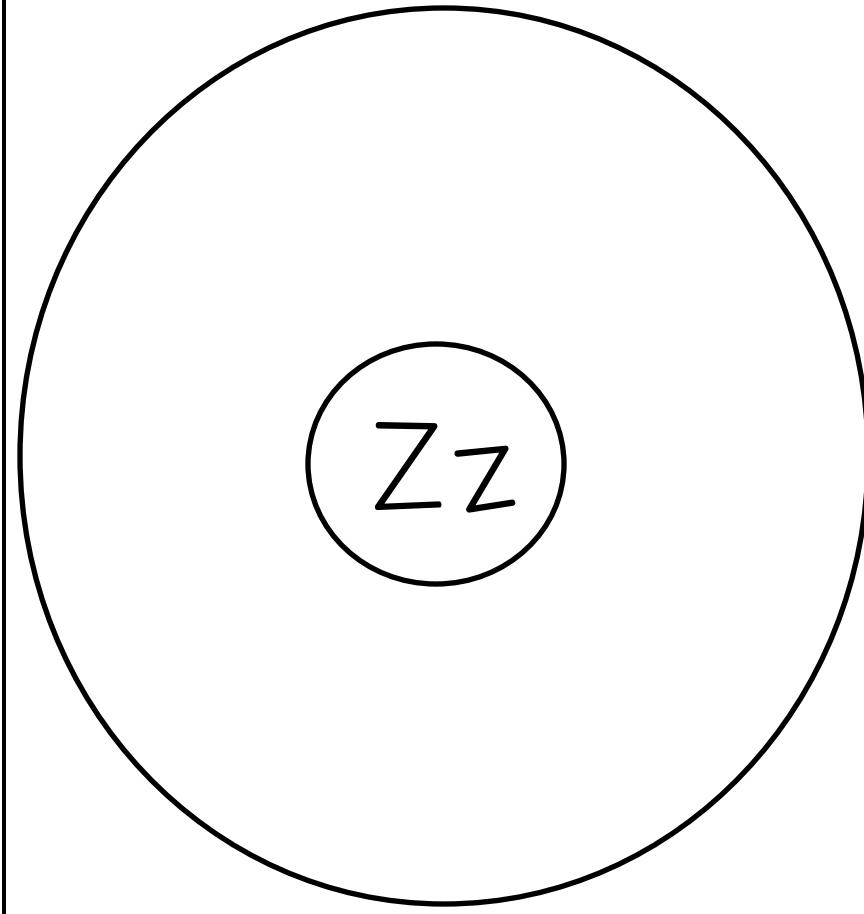
Yy



Yy

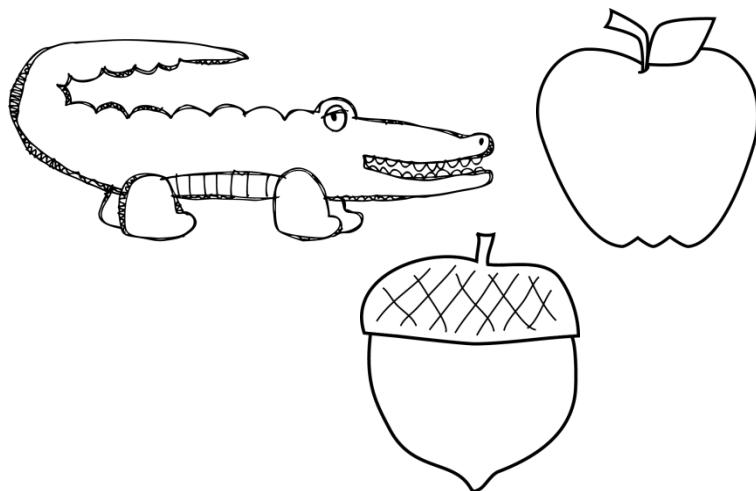


Zz

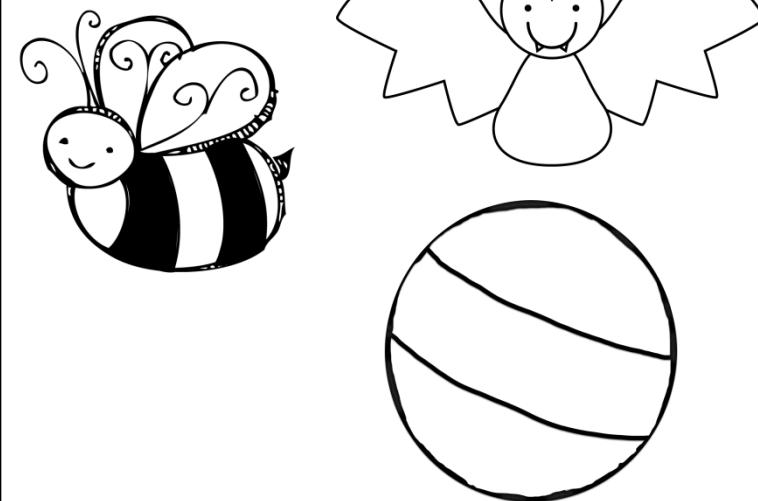


Zz

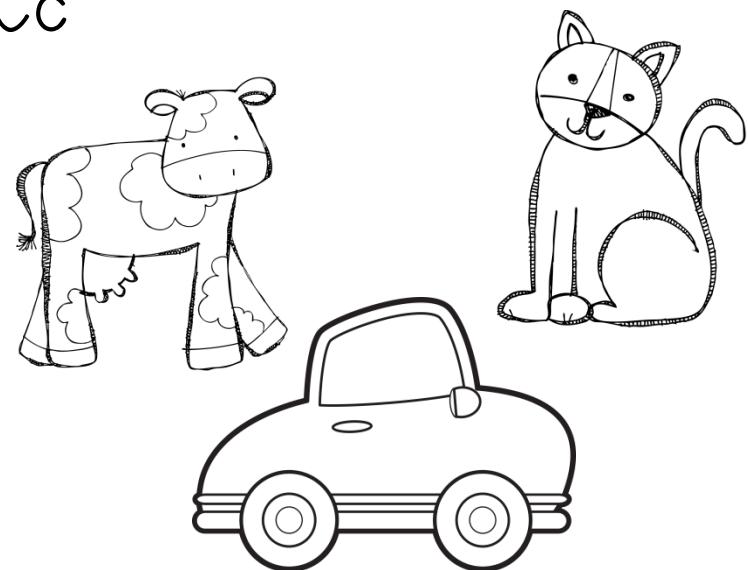
Aa



Bb



Cc



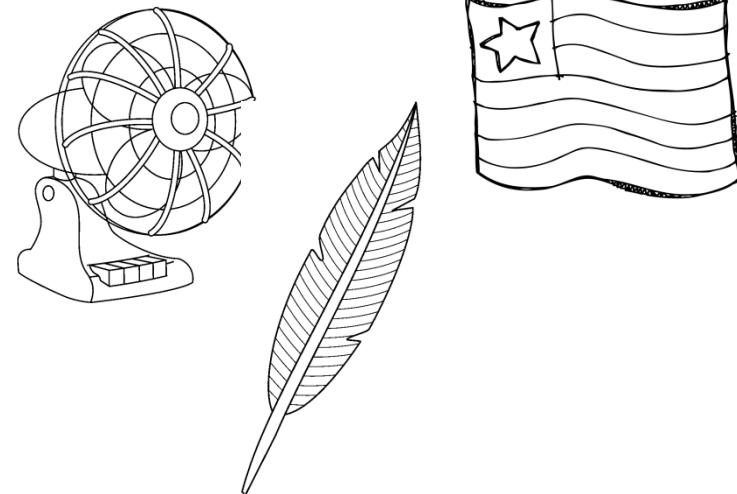
Dd



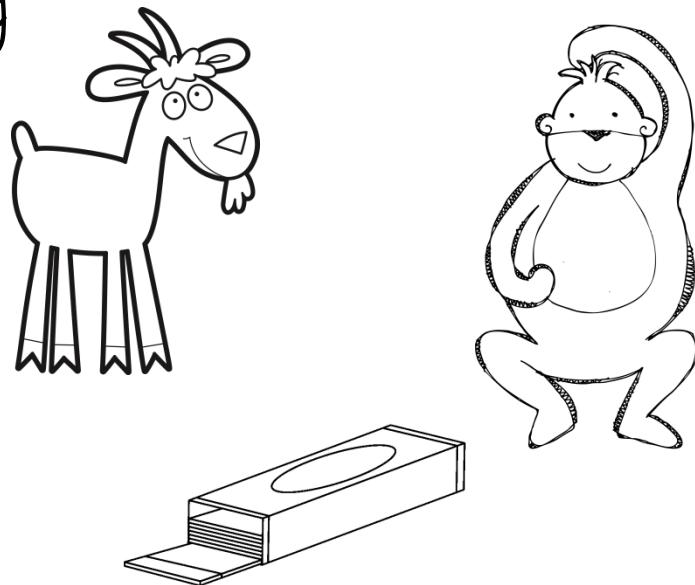
Ee



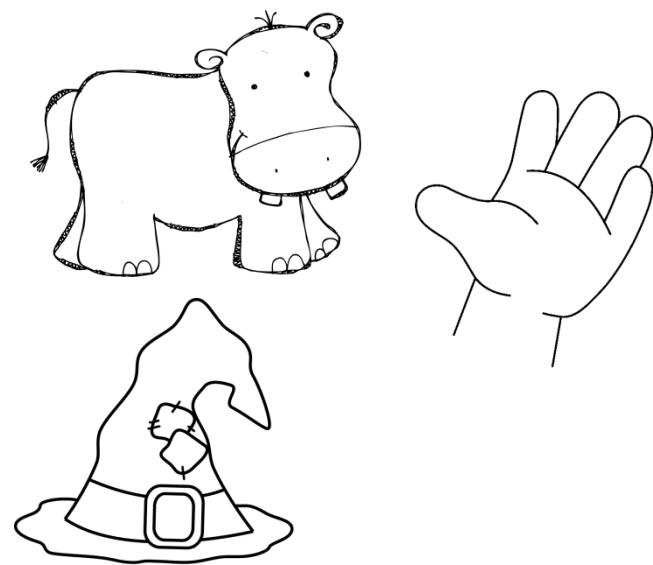
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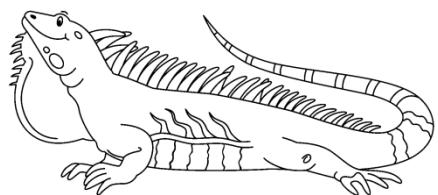
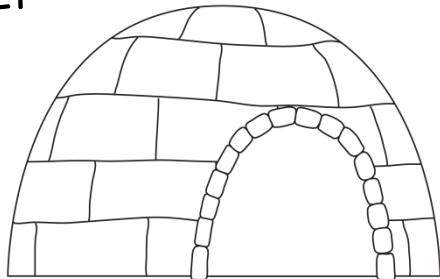
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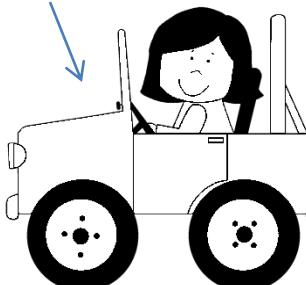
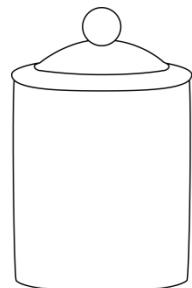
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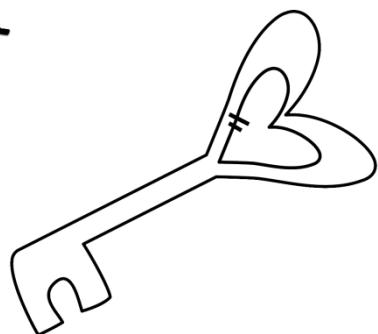
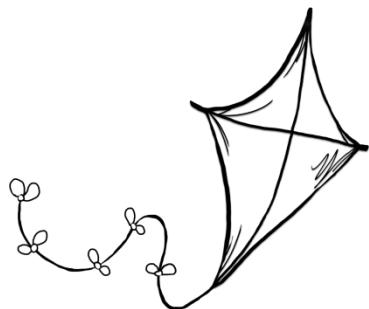
Ii



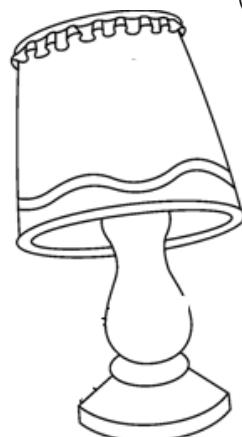
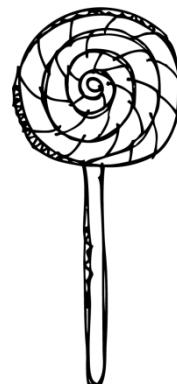
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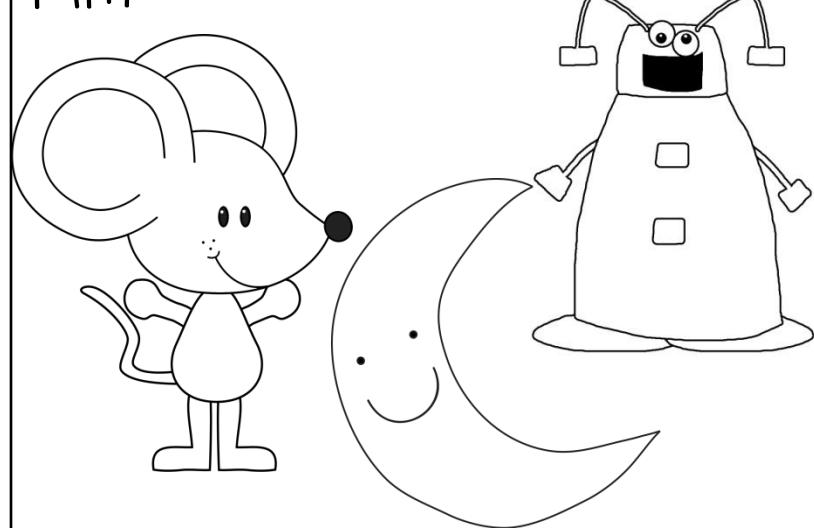
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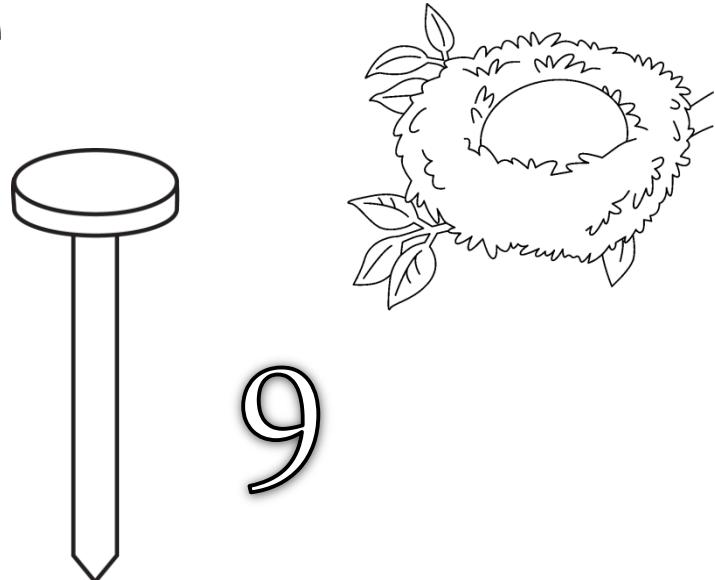
Ll



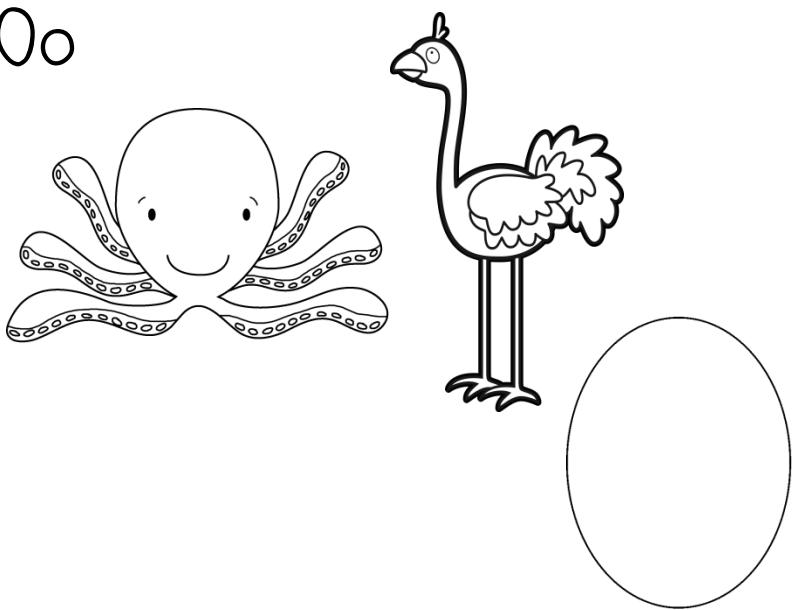
Mm



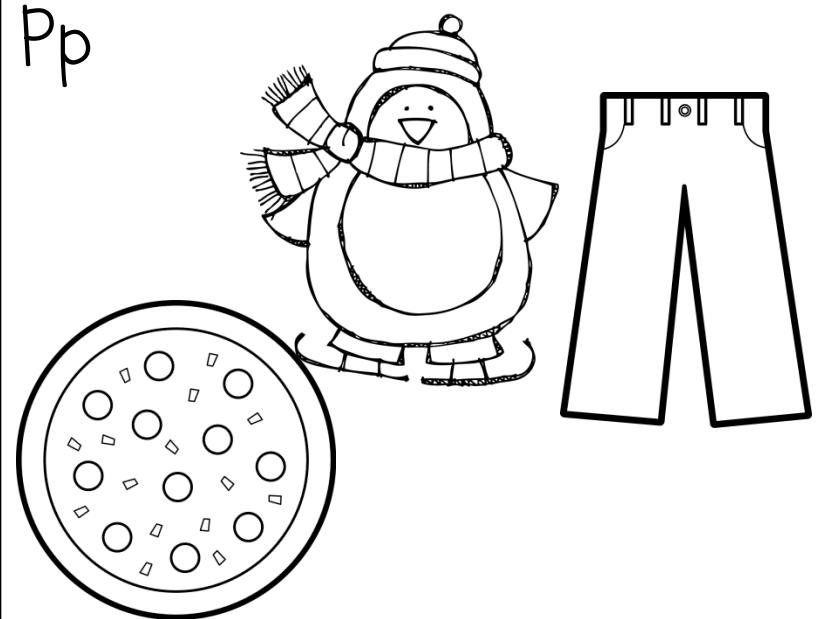
Nn



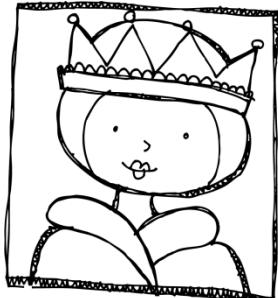
Oo



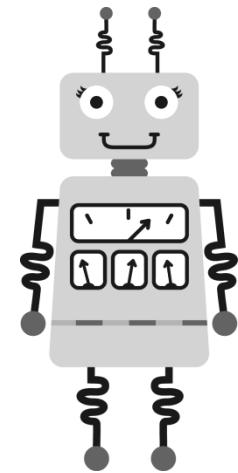
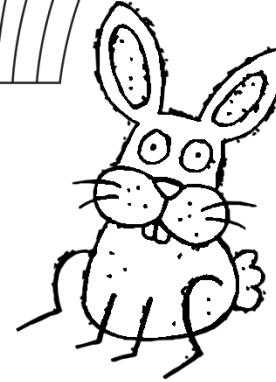
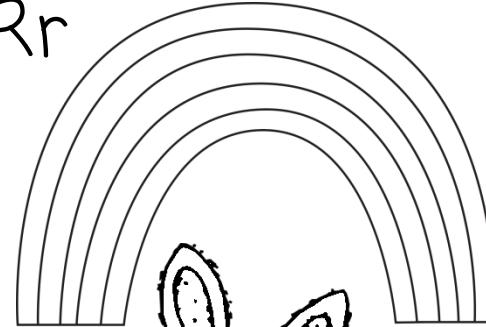
Pp



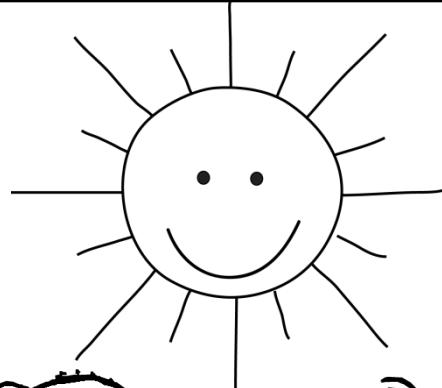
Qq



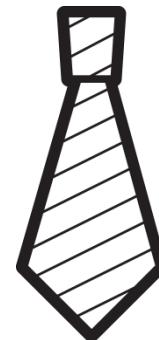
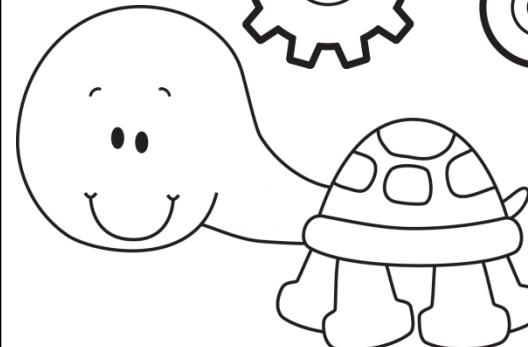
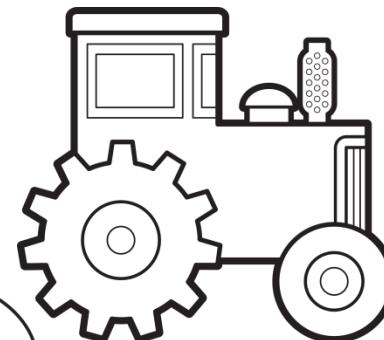
Rr



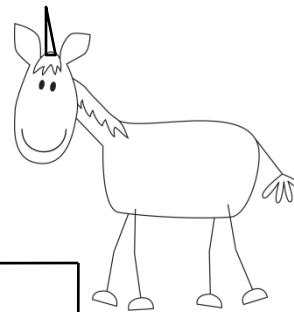
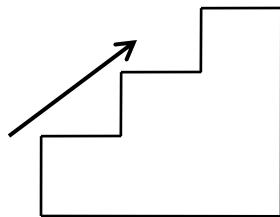
Ss



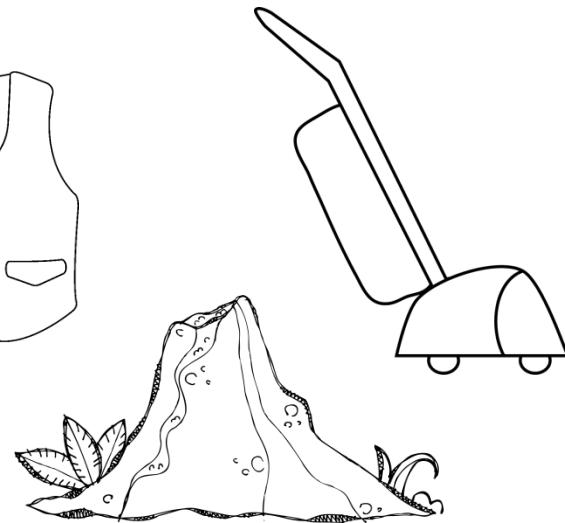
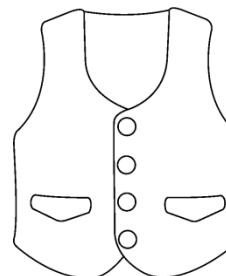
Tt



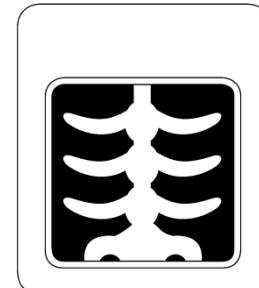
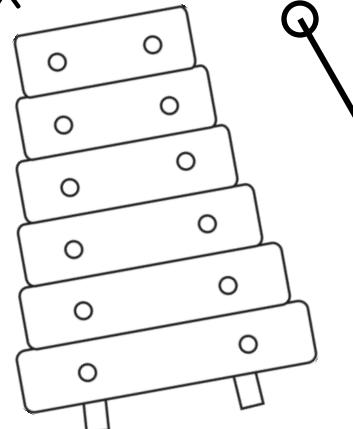
Uu



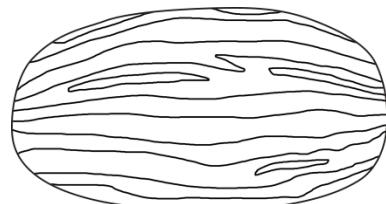
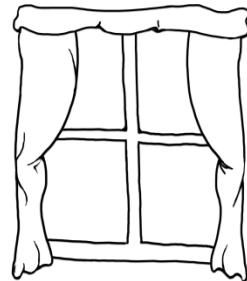
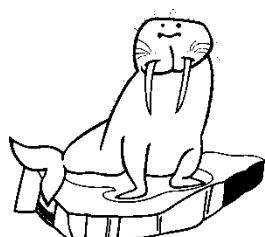
Vv



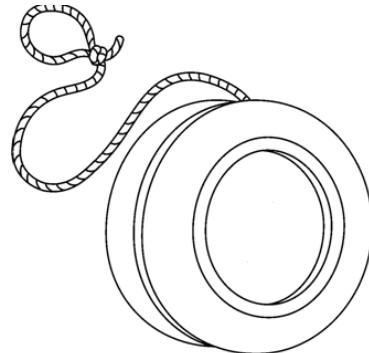
Xx



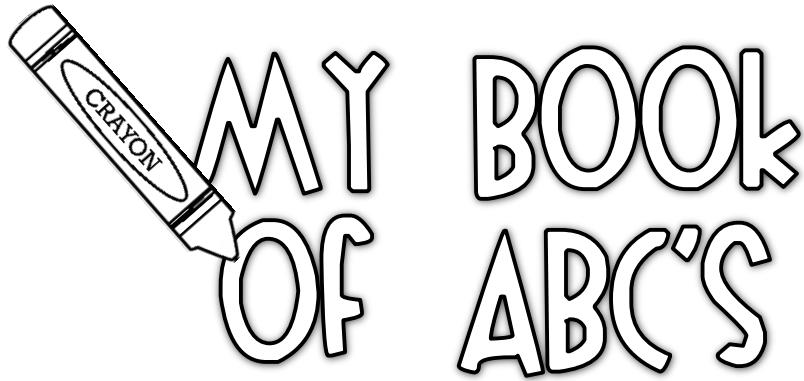
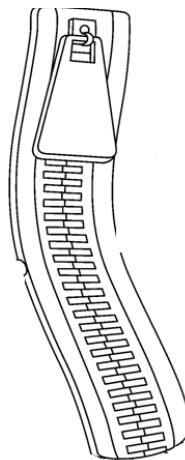
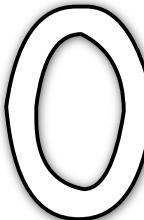
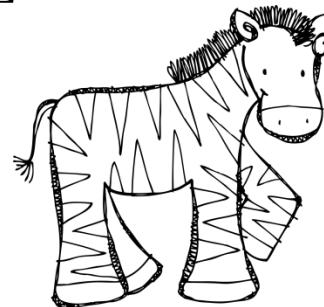
Ww



Yy



Zz

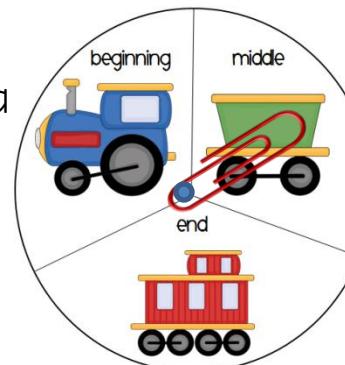


Name _____

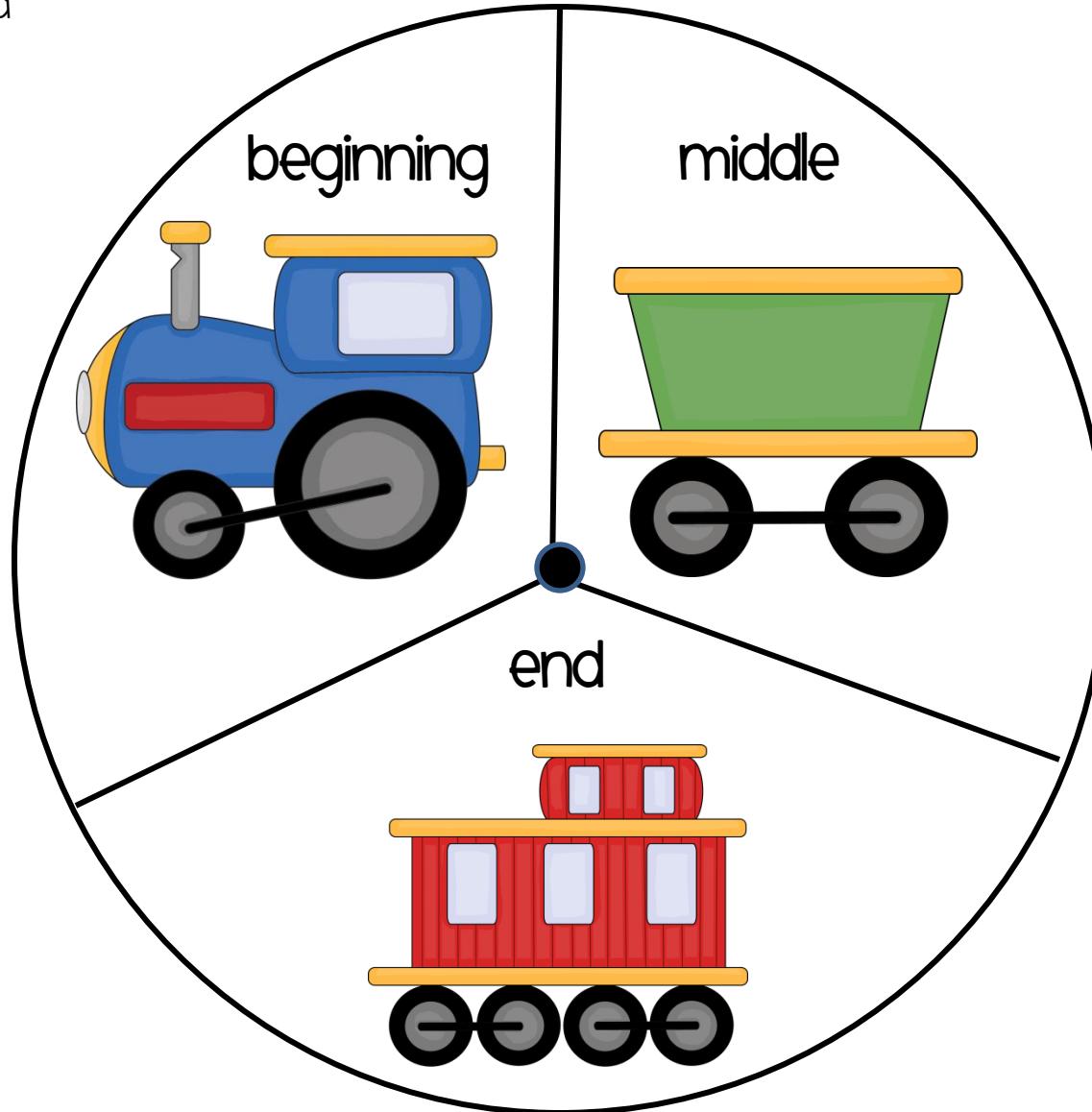
Where's the sound?

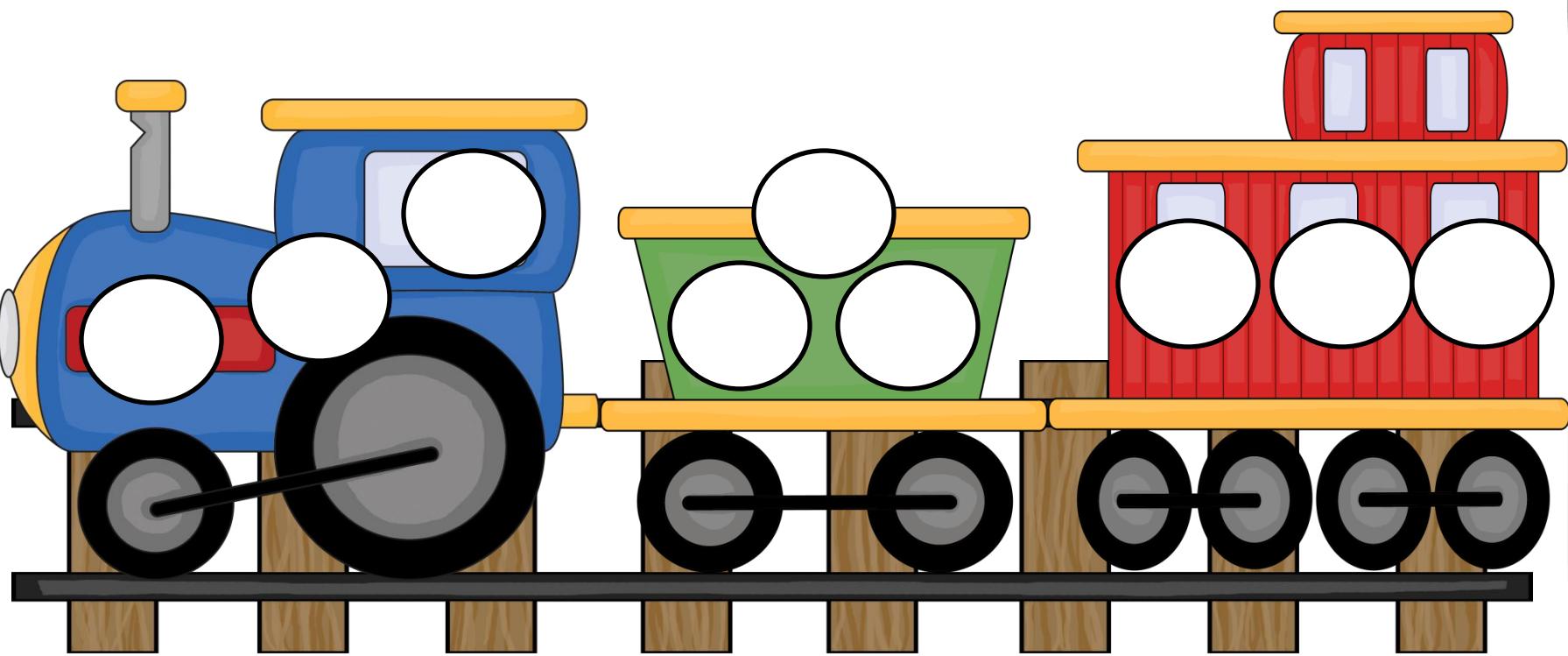
To play:

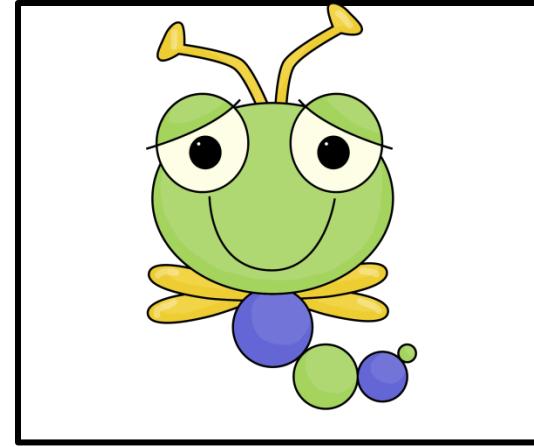
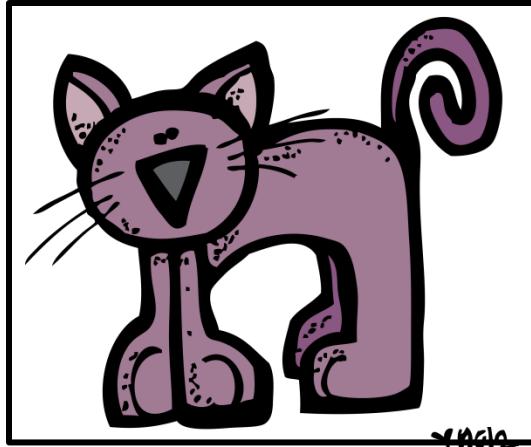
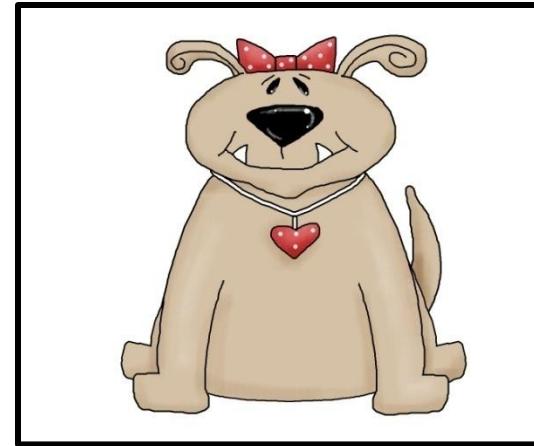
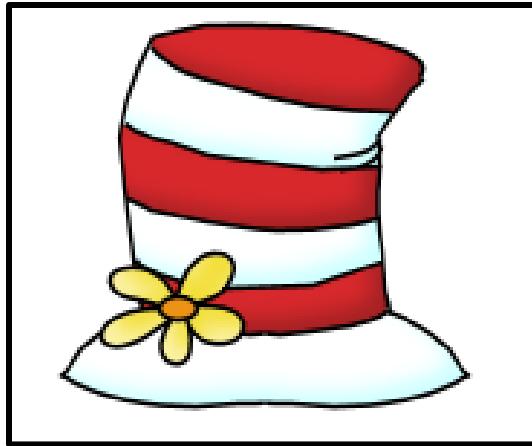
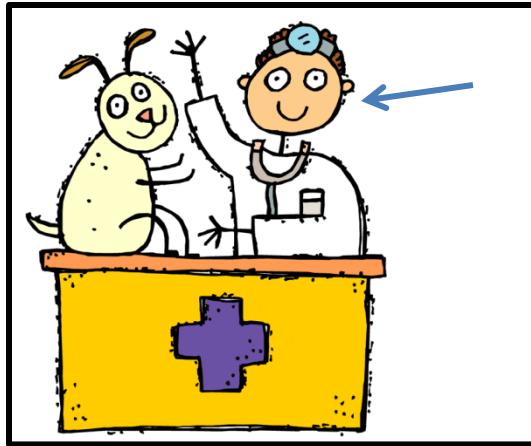
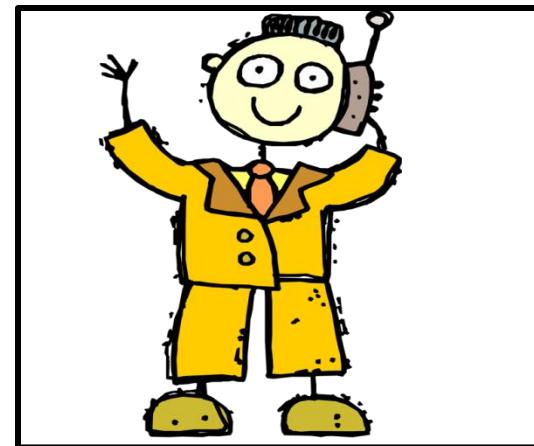
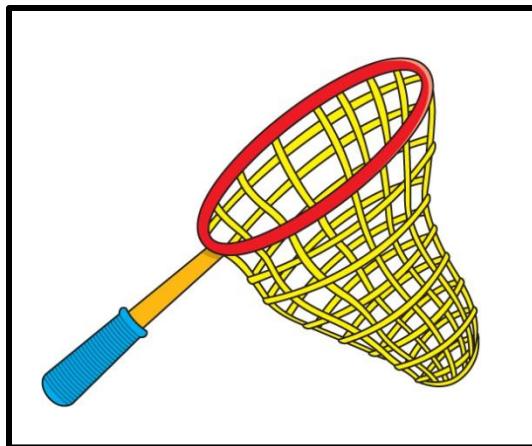
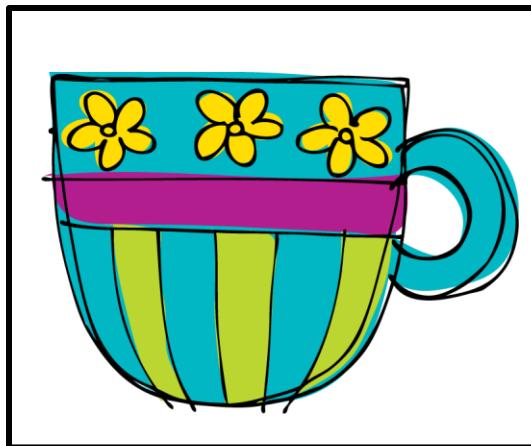
Pull a card from the bag and say the name of the picture. Spin the spinner and name the beginning, middle or ending sound. Cover a space on your train if you are correct.



Laminate and cut
out the spinner. Add
a brad and a paper
clip.







mug

net

man

vet

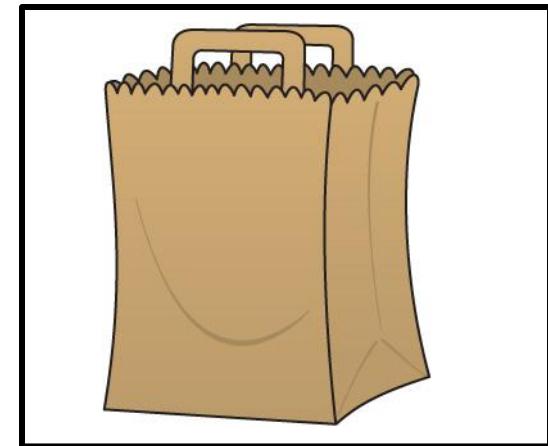
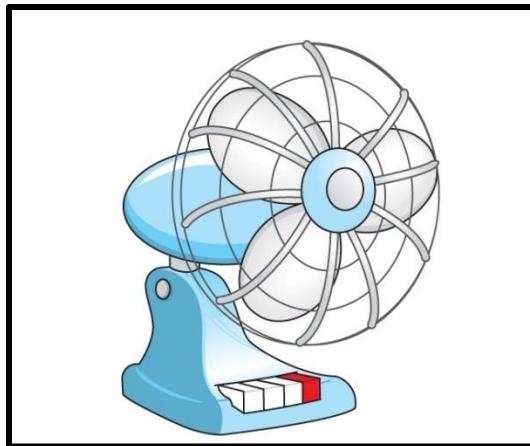
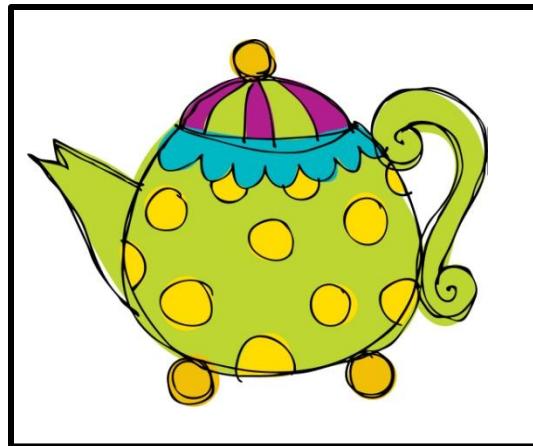
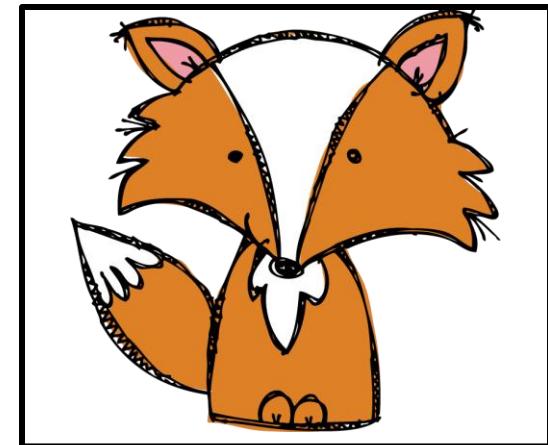
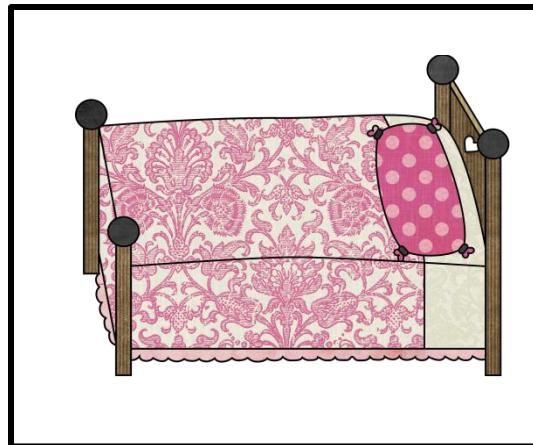
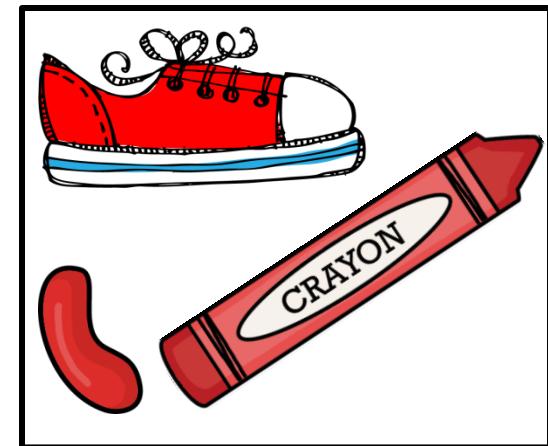
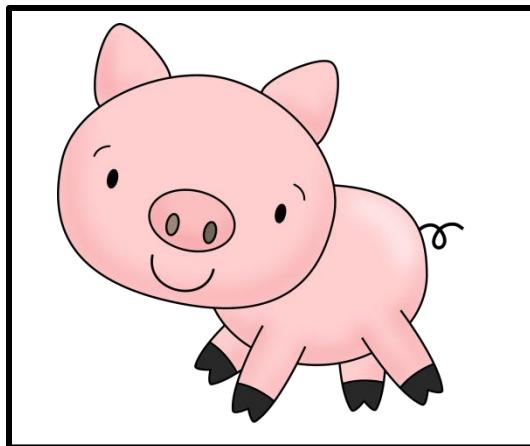
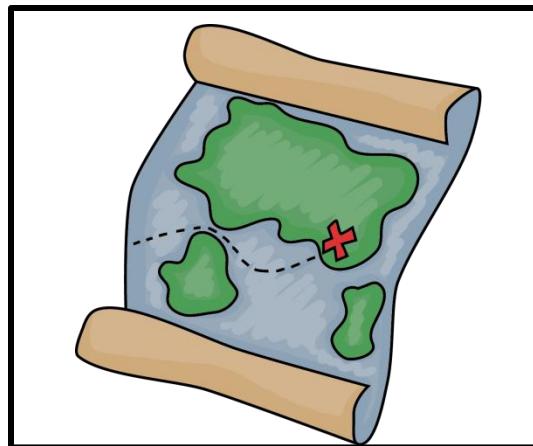
hat

dog

cat

cop

bug



map

pig

red

bed

rat

fox

pot

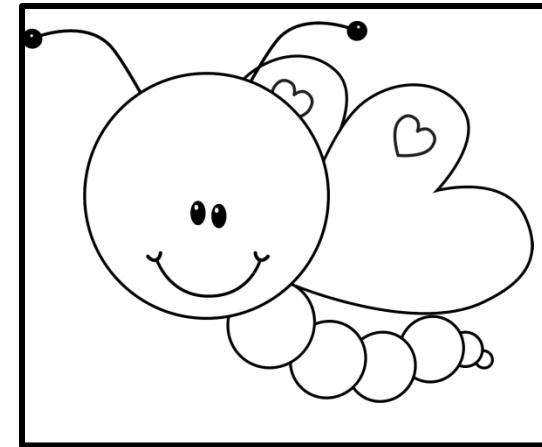
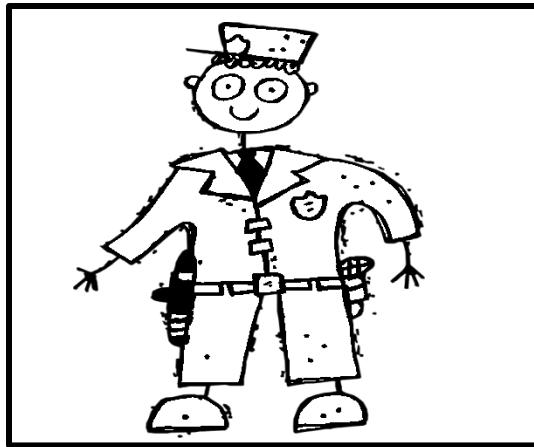
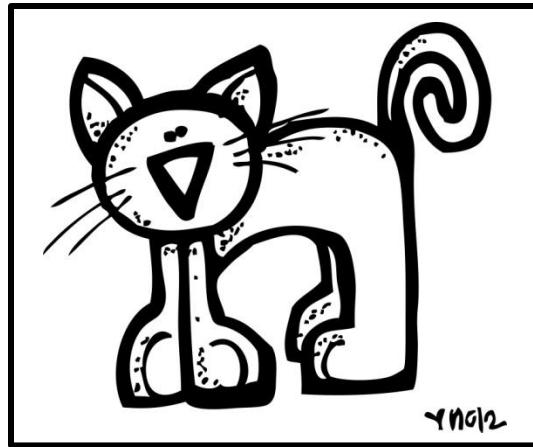
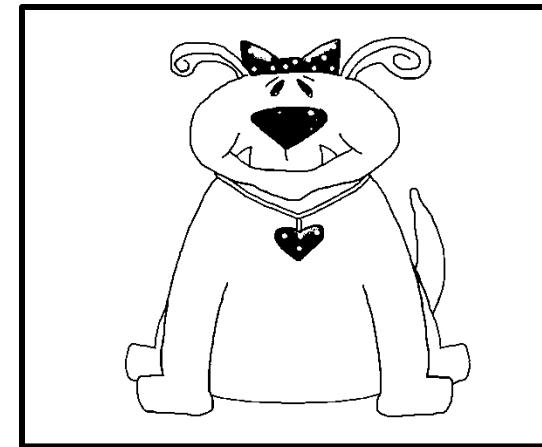
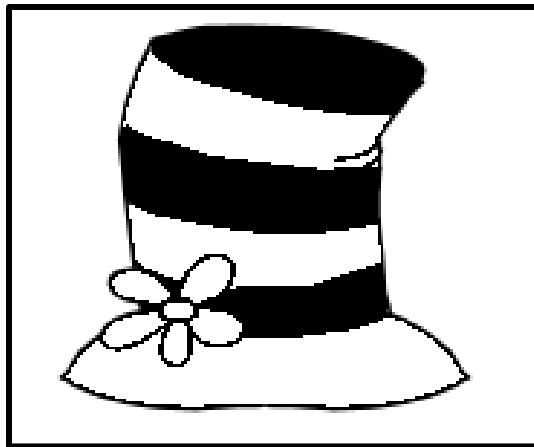
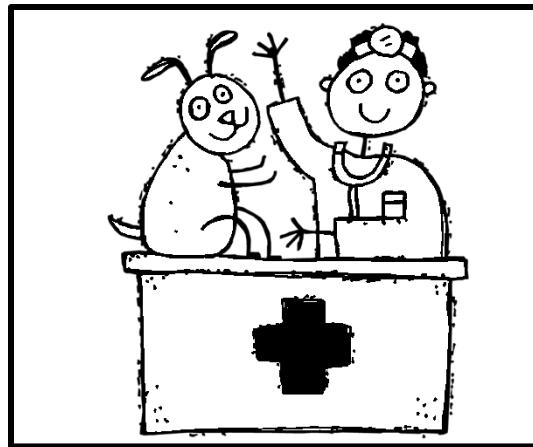
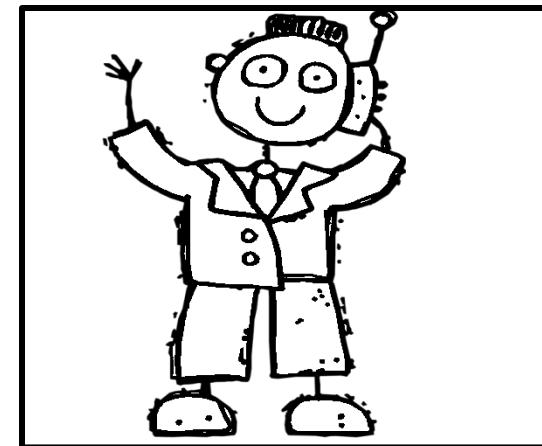
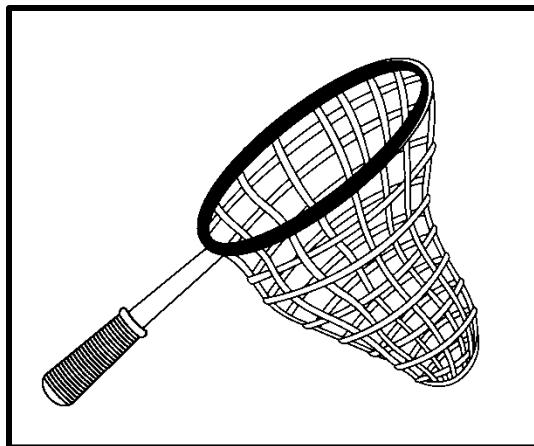
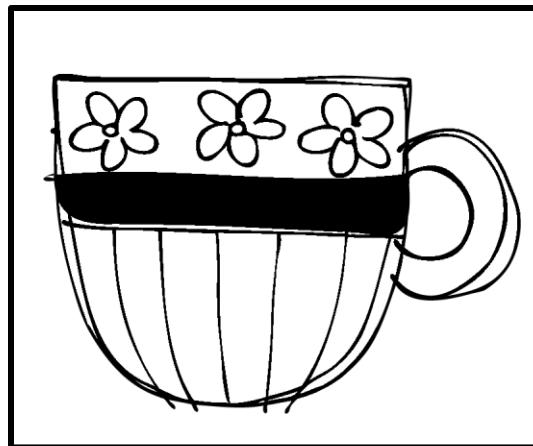
fan

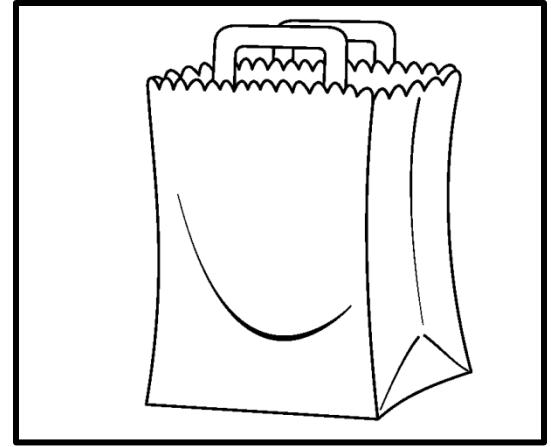
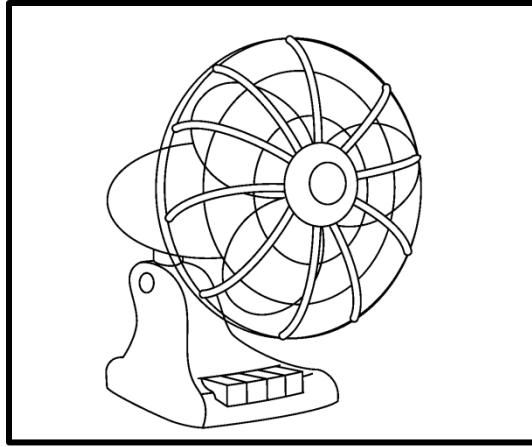
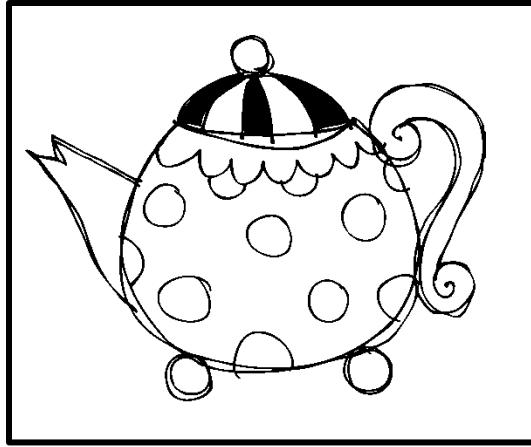
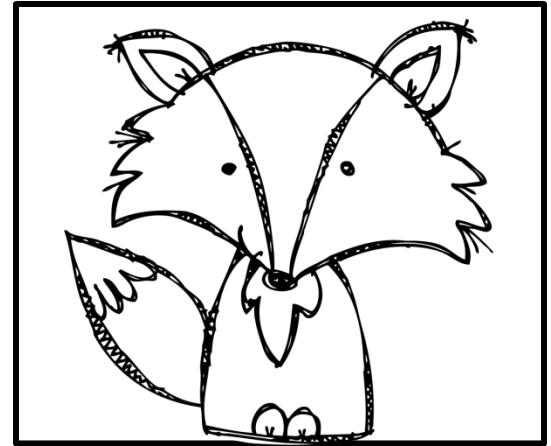
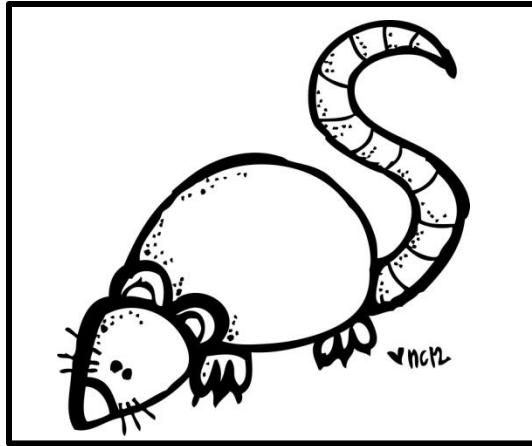
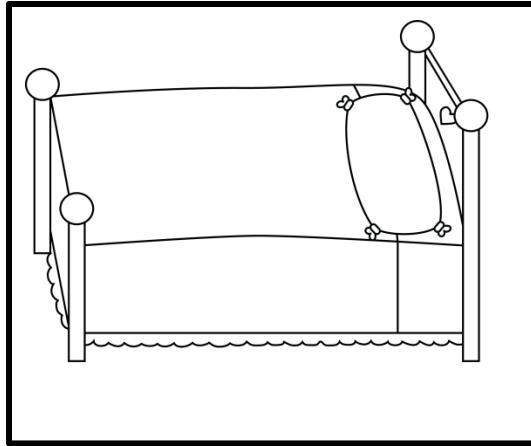
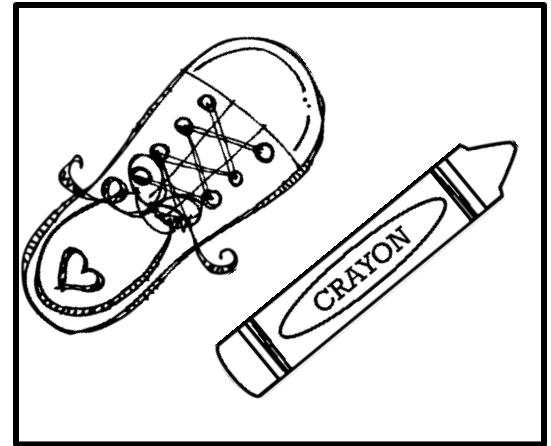
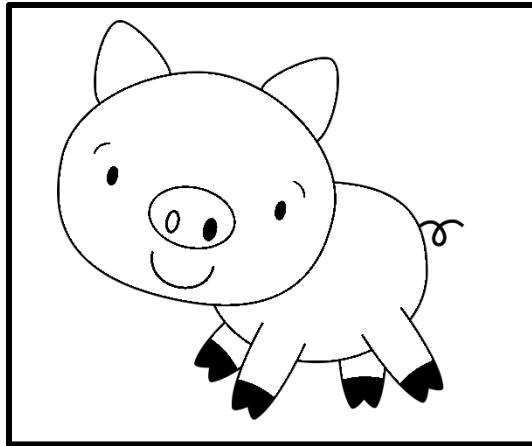
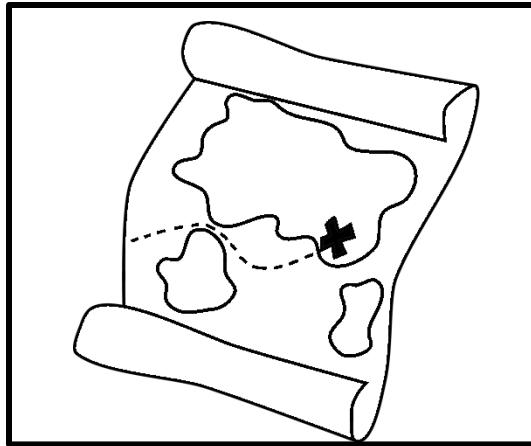
bag

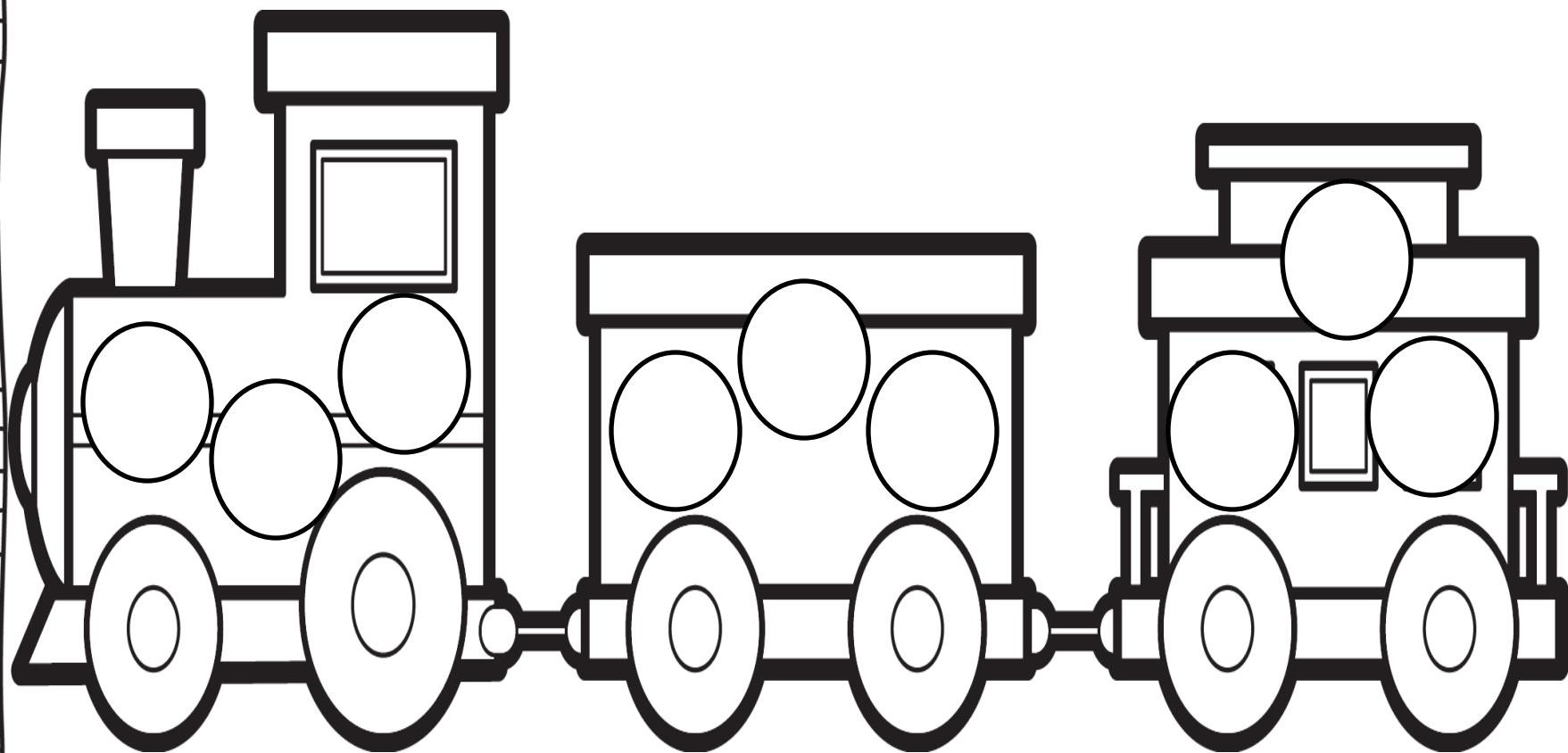
Note to teacher: When using this game remember that it is a phonemic awareness game. Therefore, the students should say the sound rather than the letter.

A black and white version of the picture cards and work mat are on the following pages if you would prefer to save ink.

If desired: Glue the word cards to the make for self checking purposes.







sound-a-Pillar

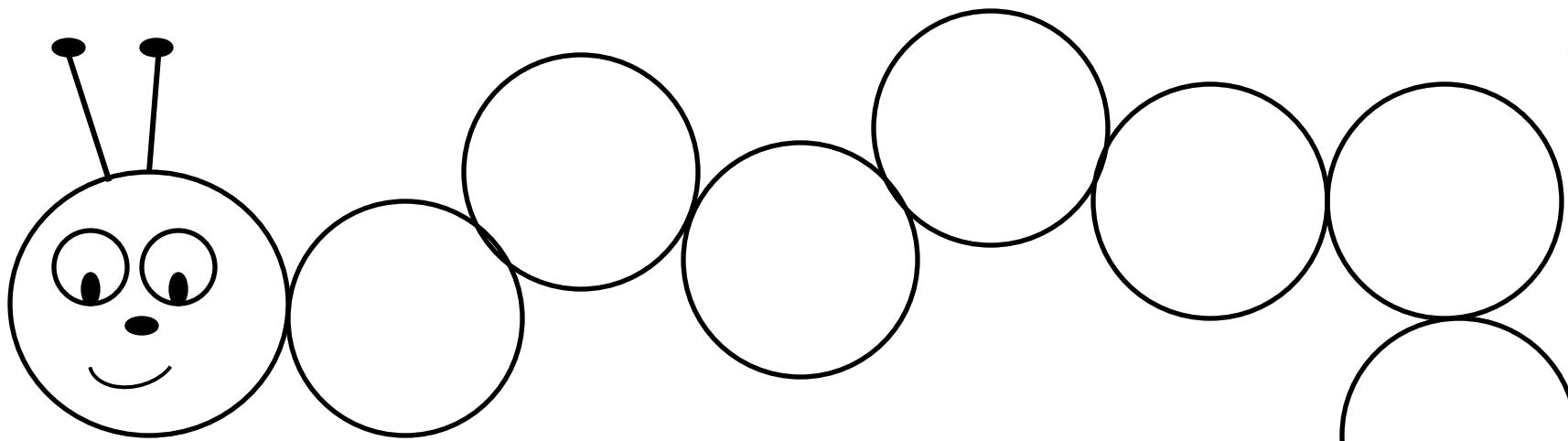


To play: Lay the picture cards face up on the deck. Choose the first card and say the word. How many sounds do you hear? If you are correct you can cover that many sections on your caterpillar.

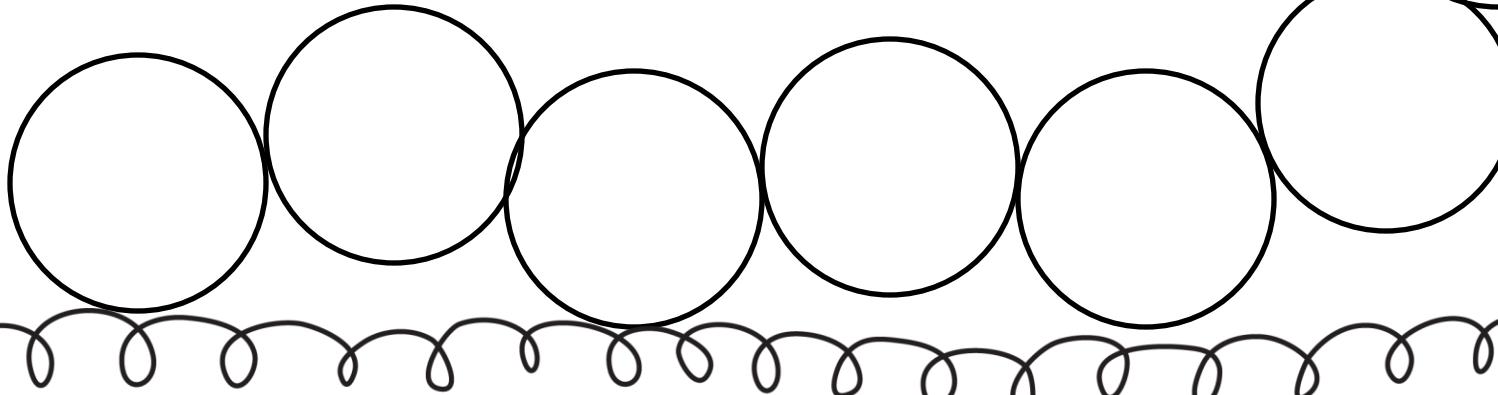
Ex: fish = 3 sounds /f/ /i/ /sh/

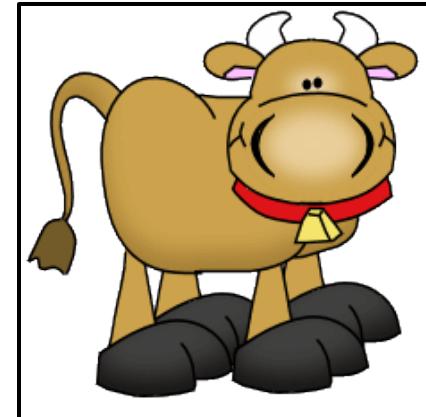
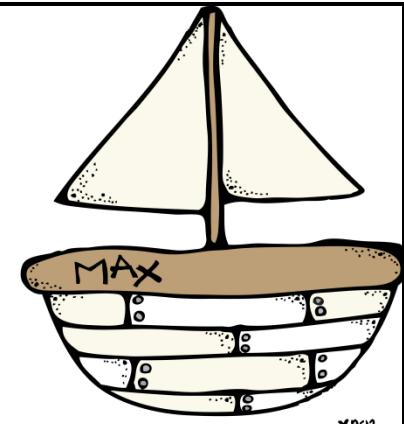
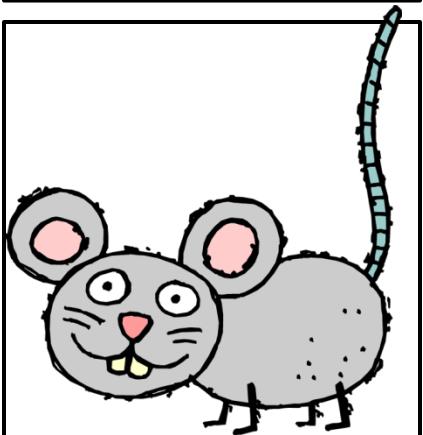
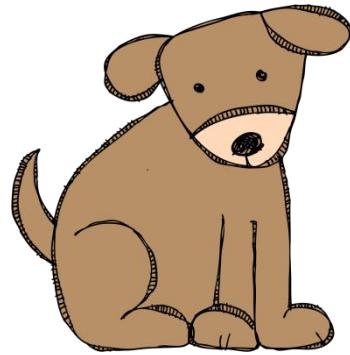
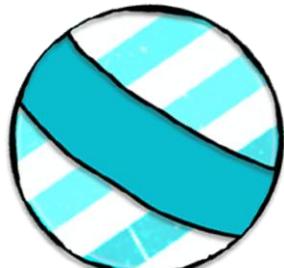
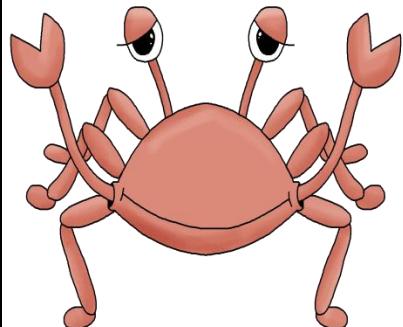
egg= 2 sounds /e/ /g/

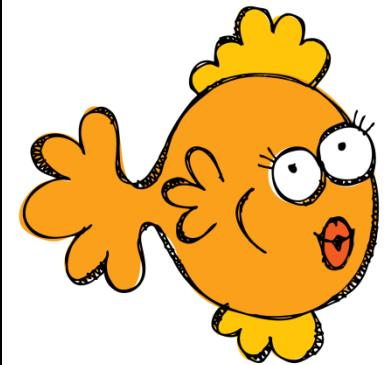
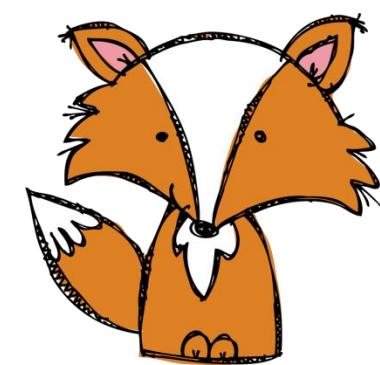
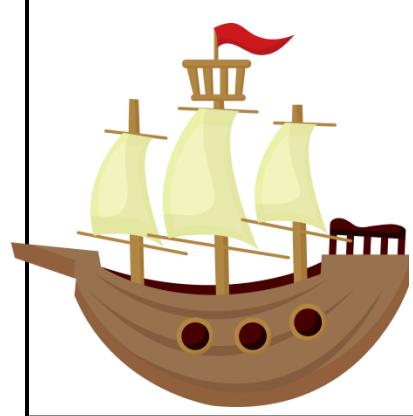
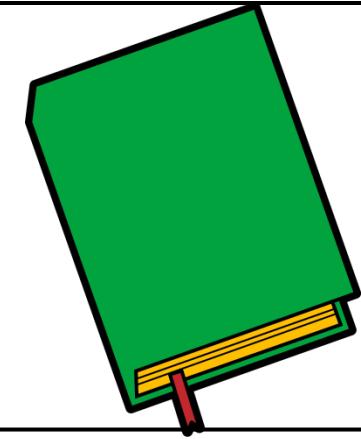
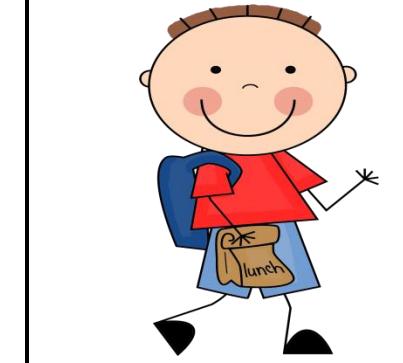
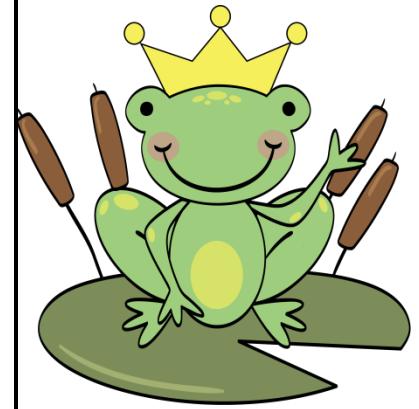
Note to teacher: glue the answers to the back of the cards to make them self checking.



sound-a-Pillar







flag

4

clown

4

crab

4

bus

3

doll

3

ball

3

dog

3

egg

2

house

3

mouse

3

boat

3

cow

2

tie

2

pig

3

frog

4

boy

2

toy

2

cake

3

book

3

ship

3

sh oe

2

bed

3

fox

3

fish

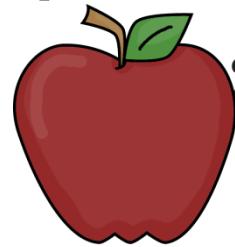
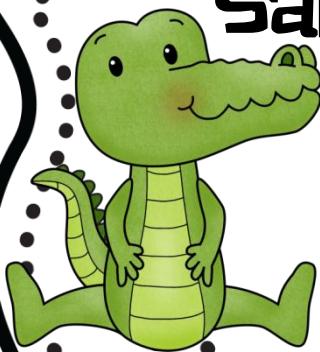
3

find someone who...

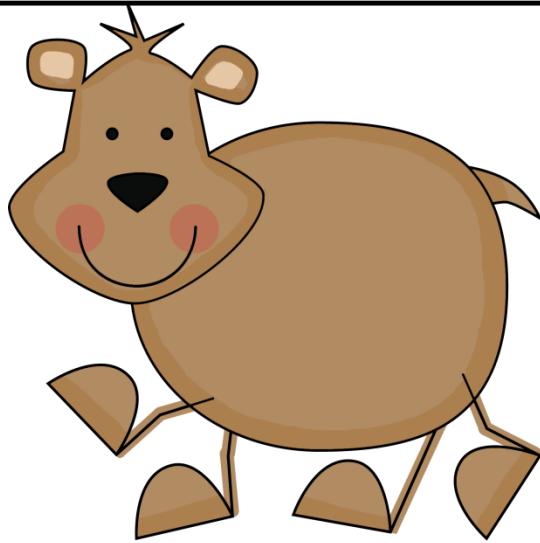
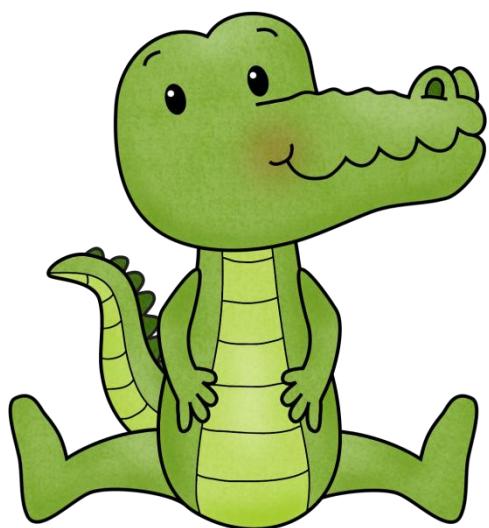
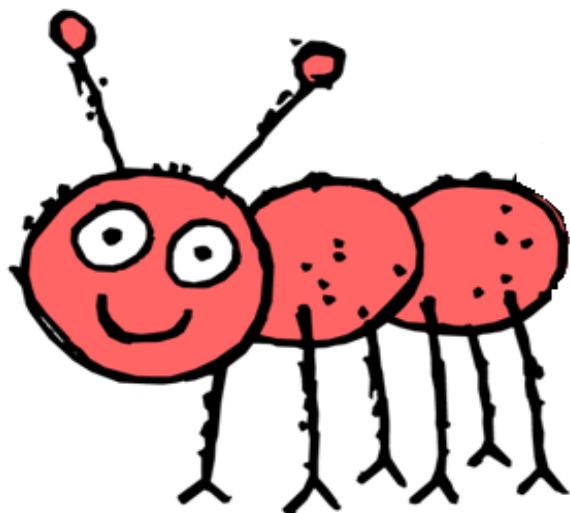


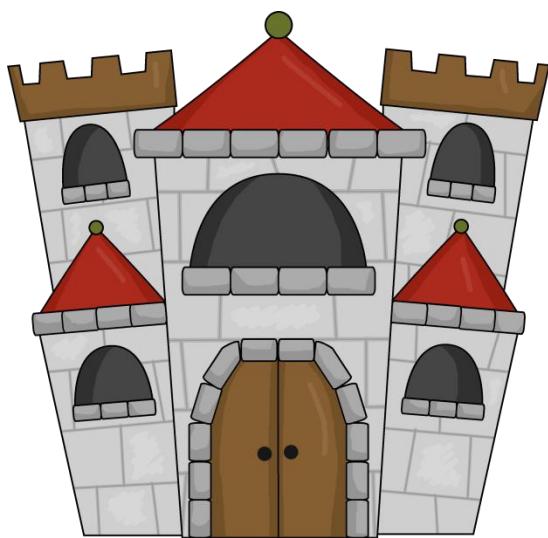
...Matches You!

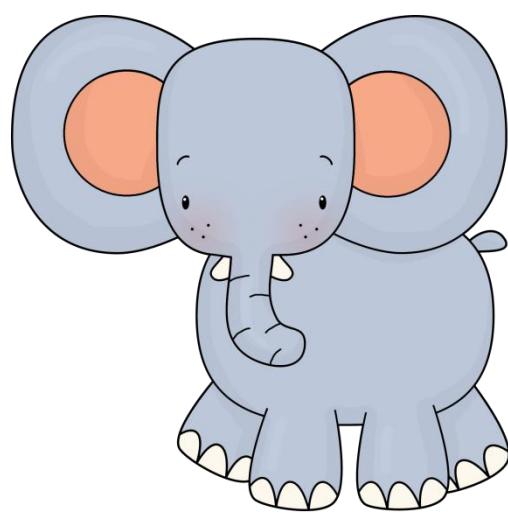
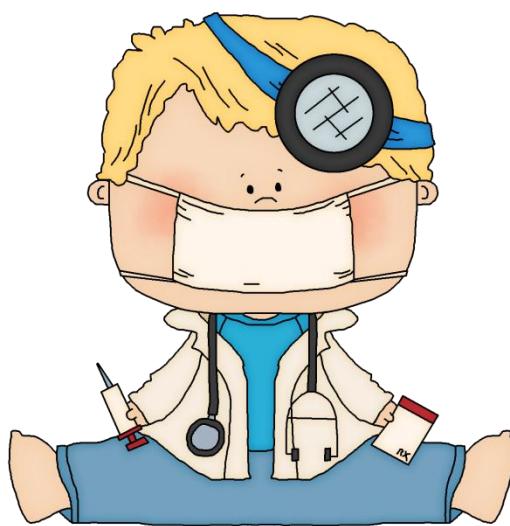
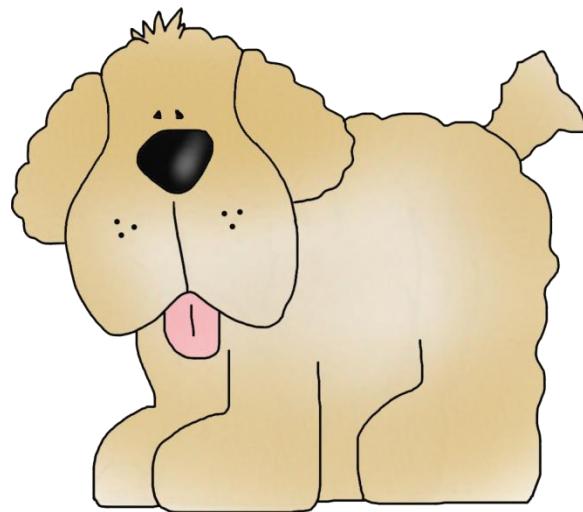
**Find Someone
whose picture
starts with the
same sound as
yours.**

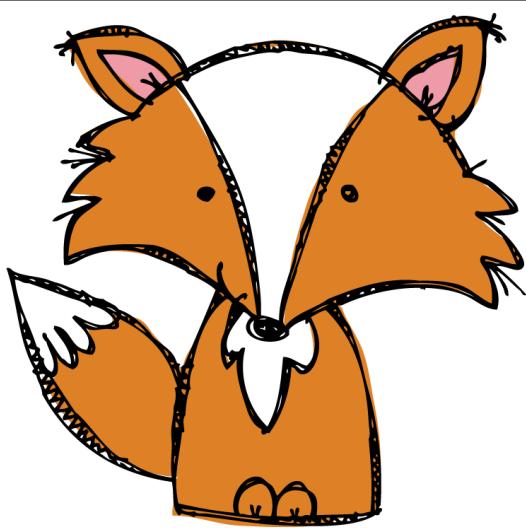
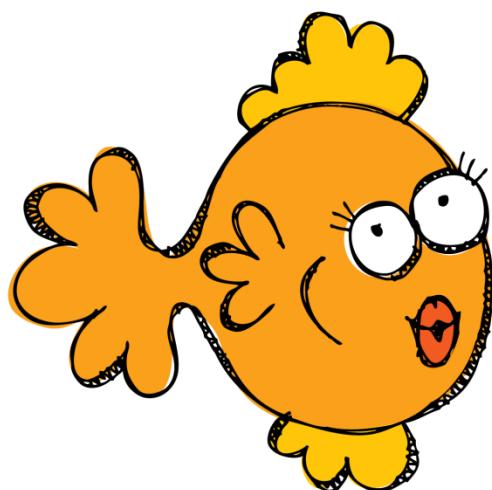
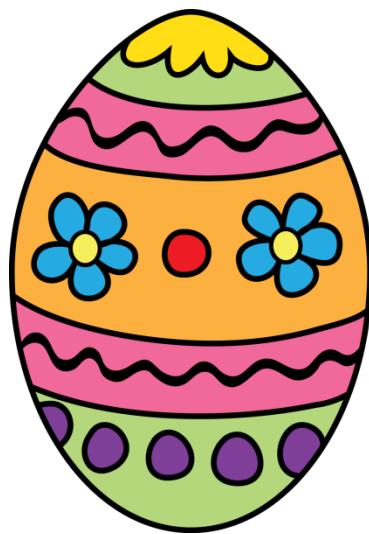


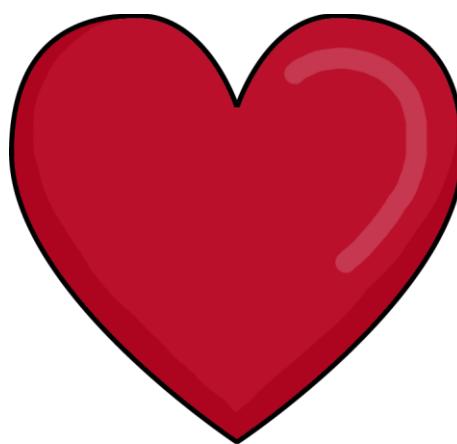
Note to teacher: The colored dots ● are to help you keep the pieces to each game organized.

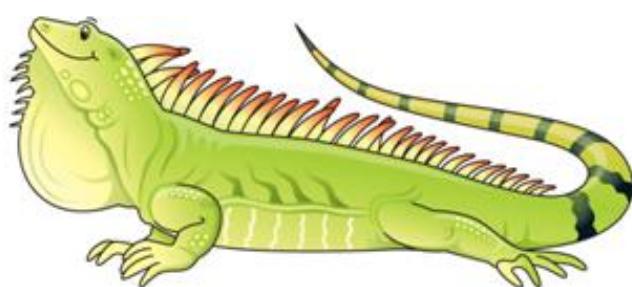
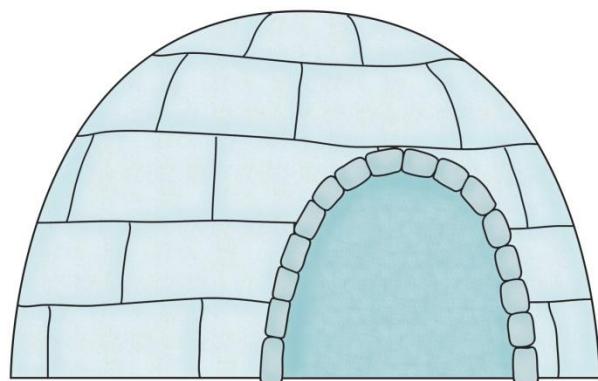


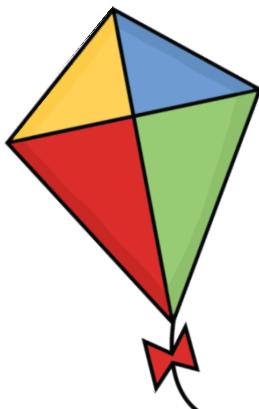
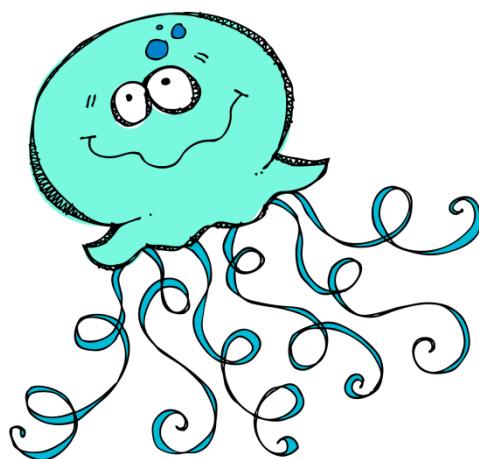
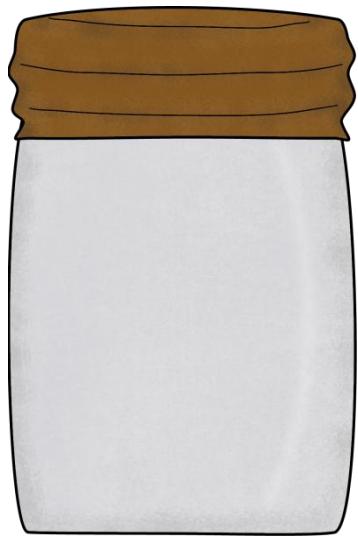








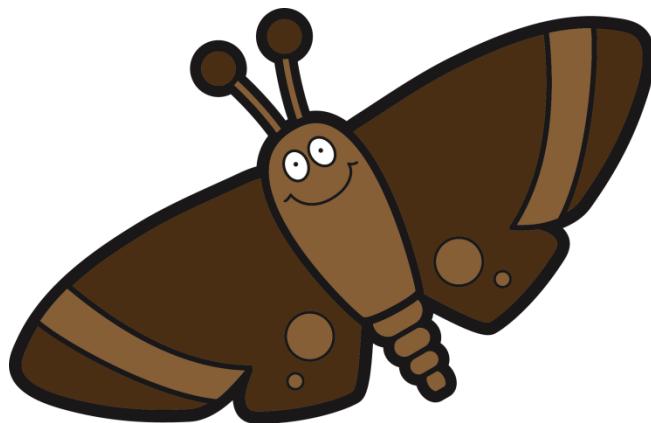


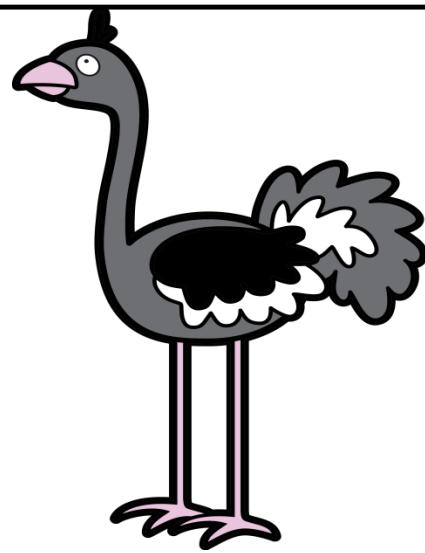
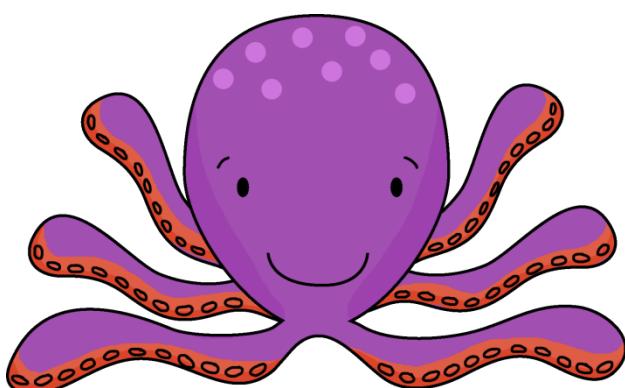


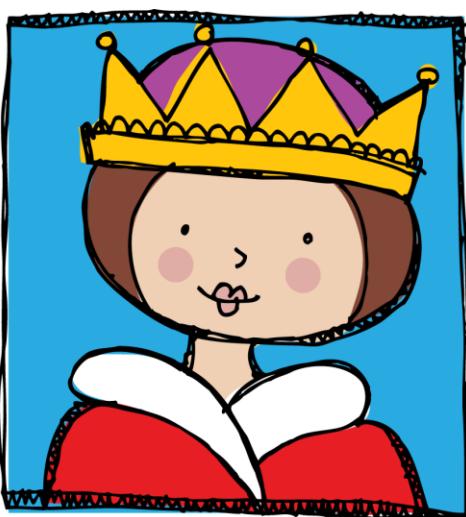


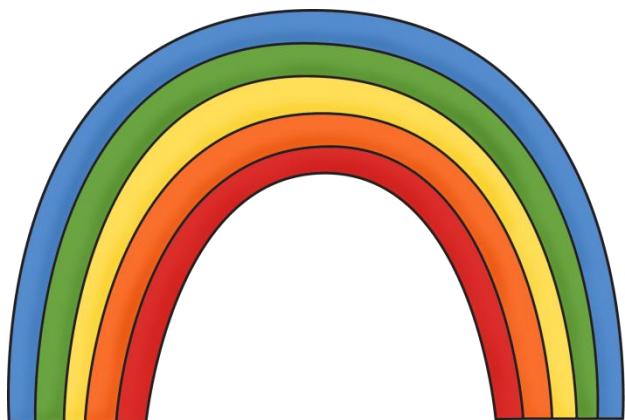
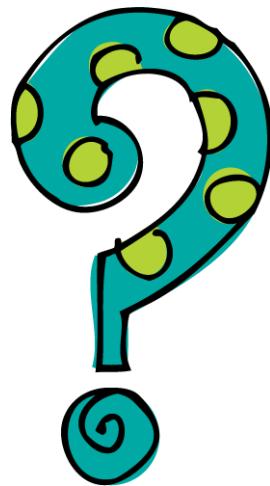
Note: If you use the sound cards for both /c/ and /k/ then there are several possibilities for match ups because this is based on sound and not the graphic representation. You might choose to only use one sound for /k/.

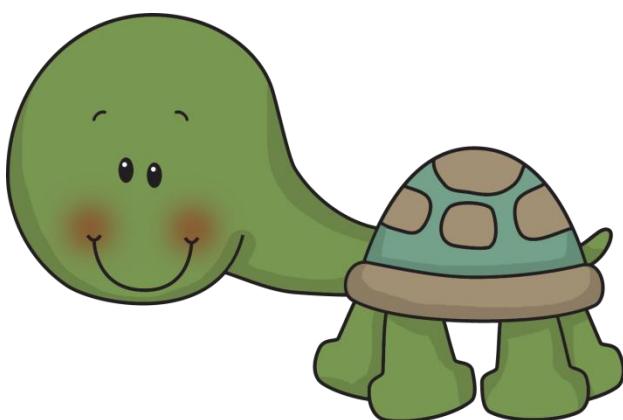
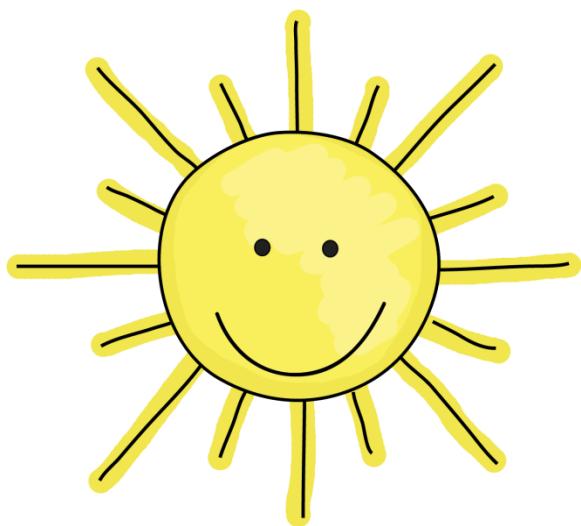


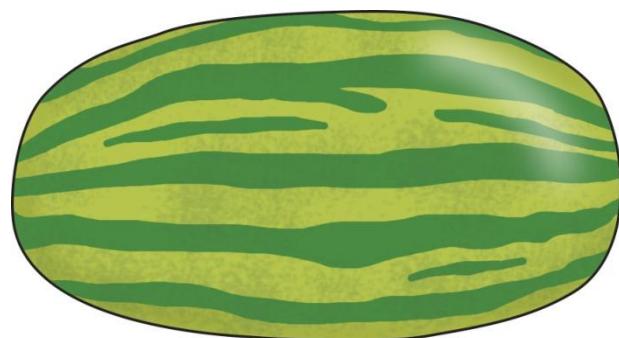


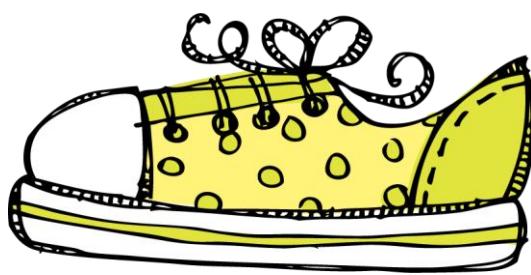
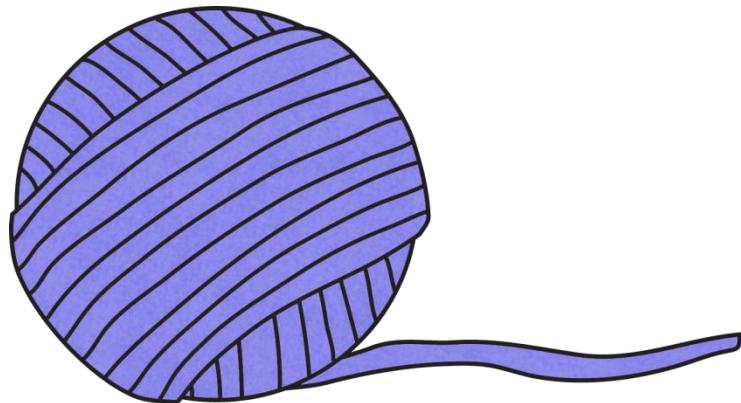






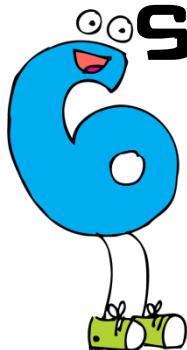


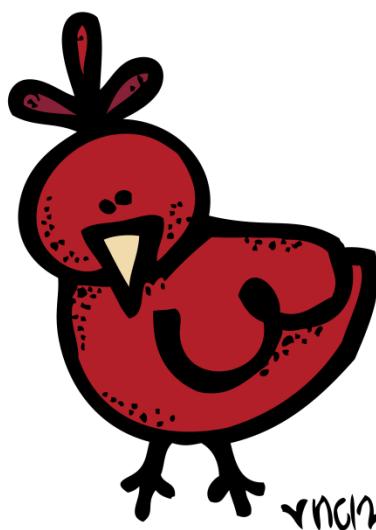
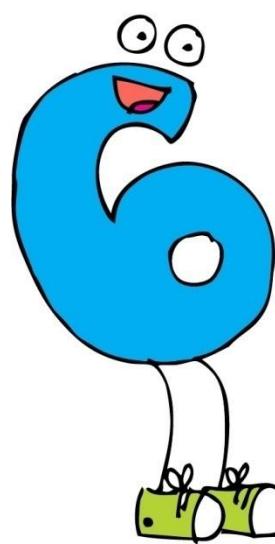
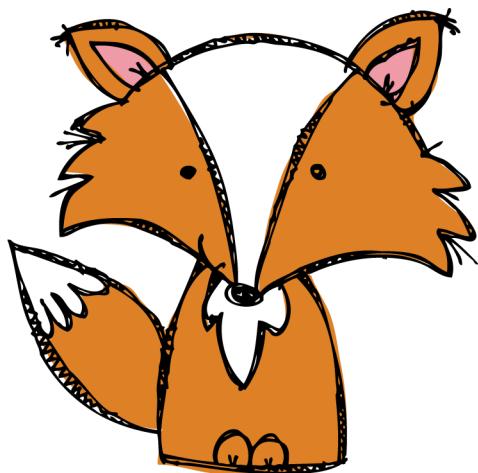


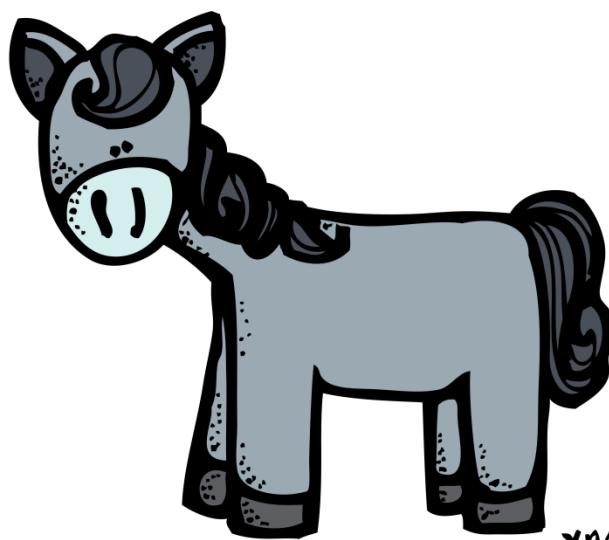


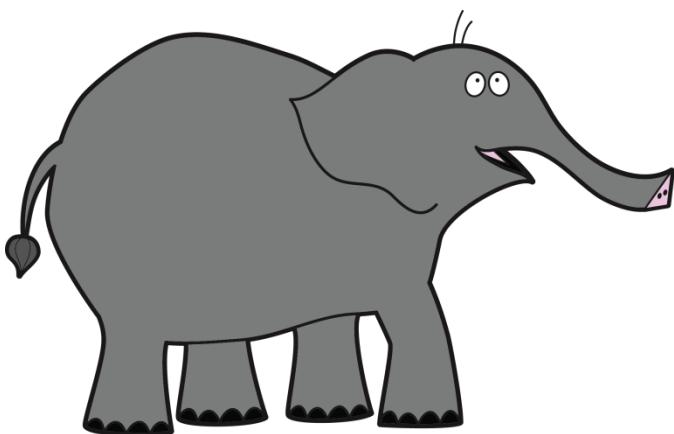
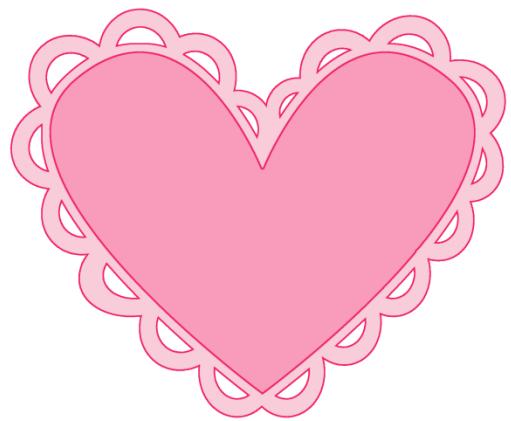
**Note: The letters
U, V, X, Z were
left out of this
Find Someone
who... game.**

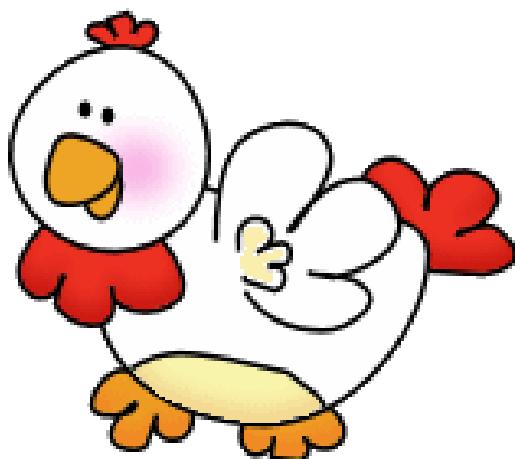
Find someone
whose picture
ends with the
same sound as
yours.

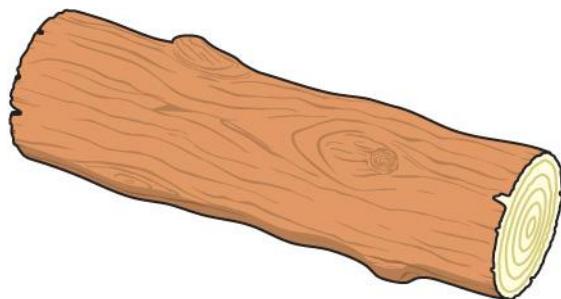
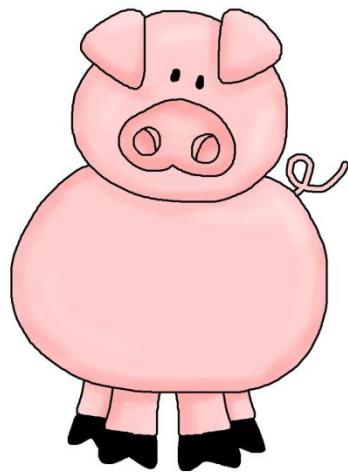


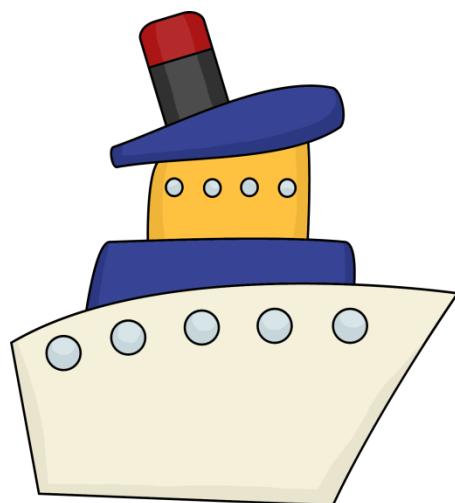
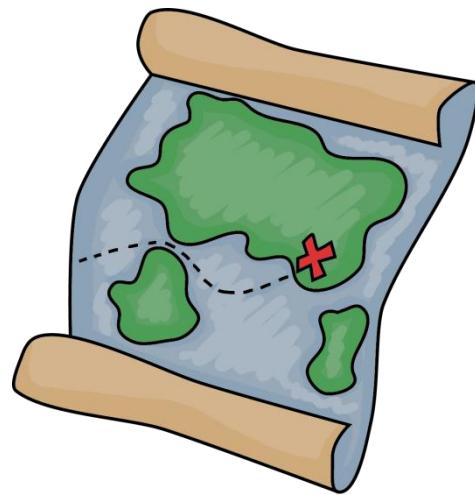
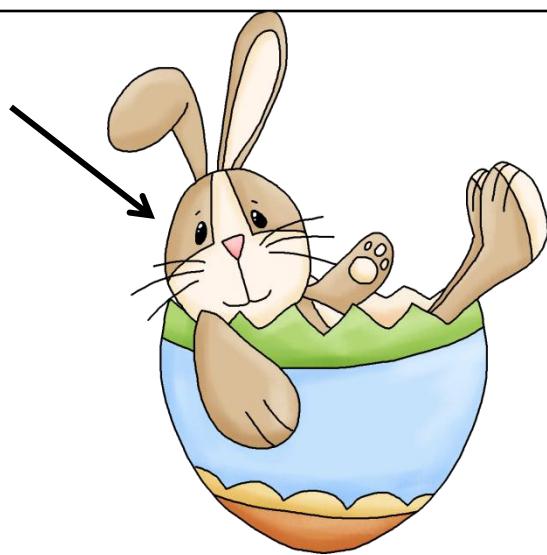


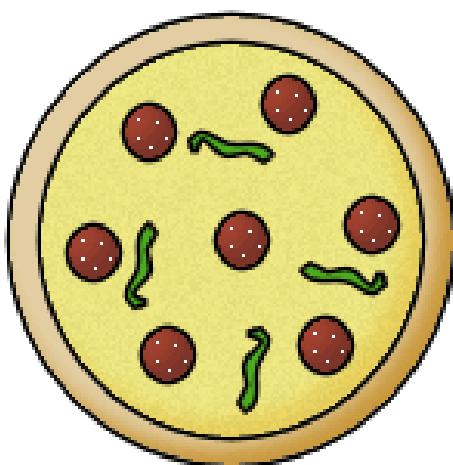
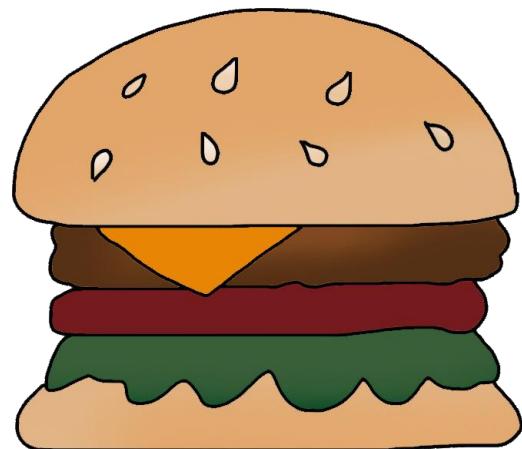


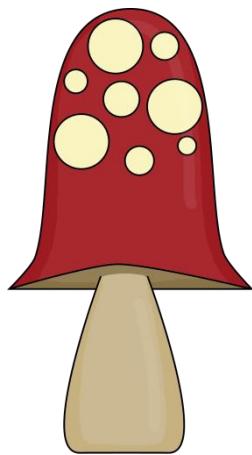




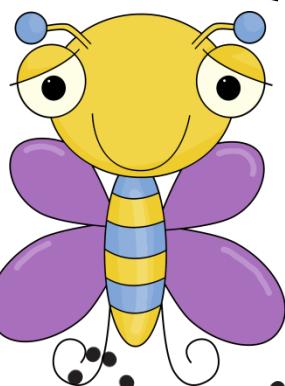


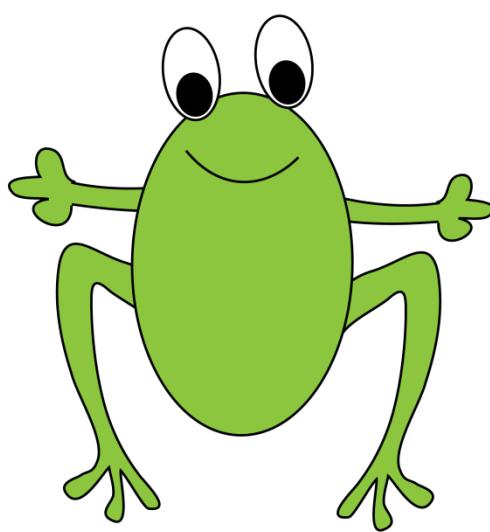
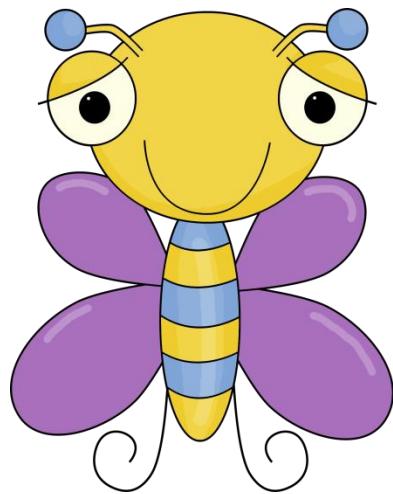


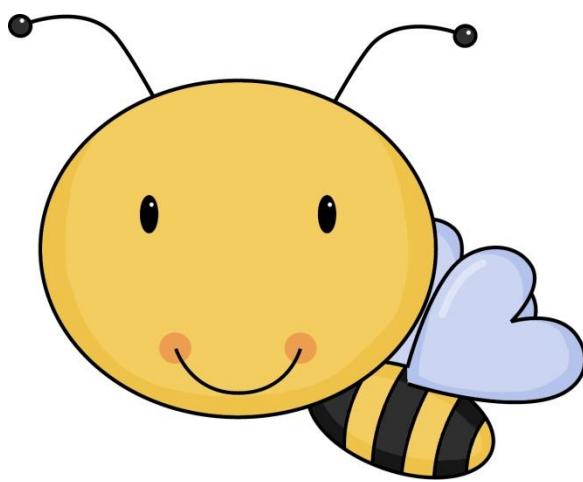


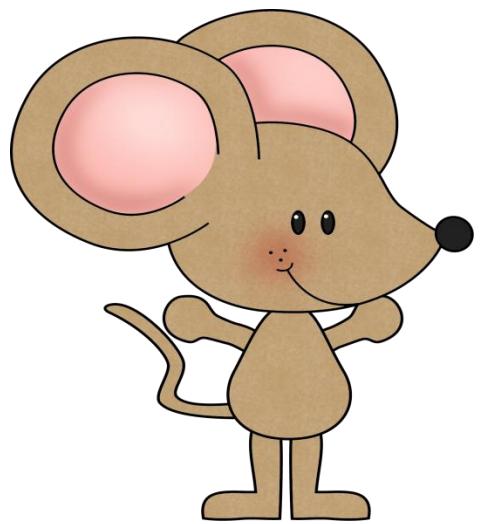


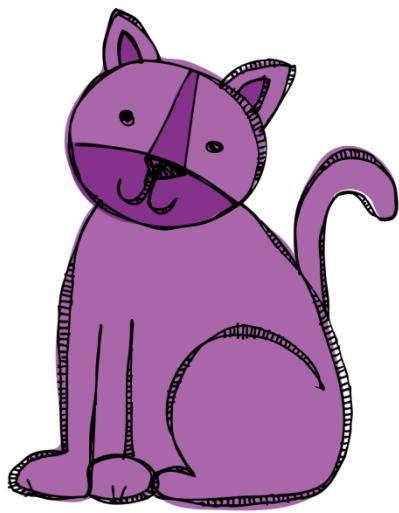
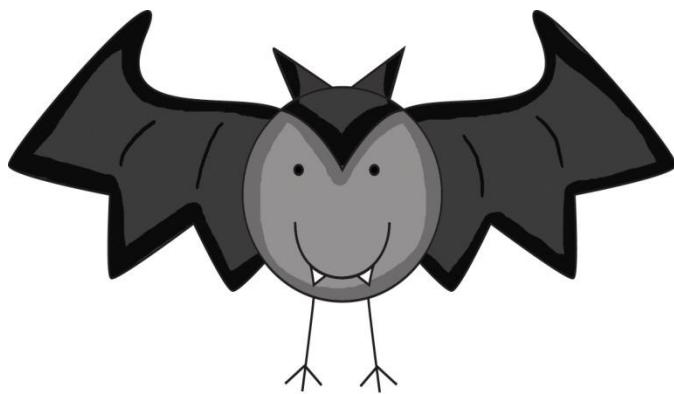
Find someone
whose picture
rhymes with
yours.

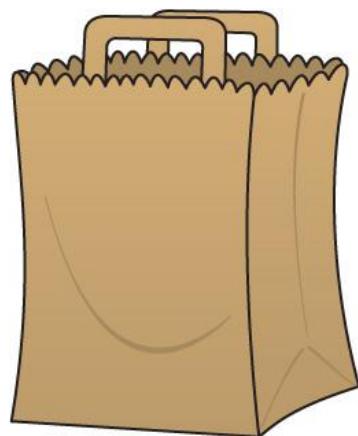
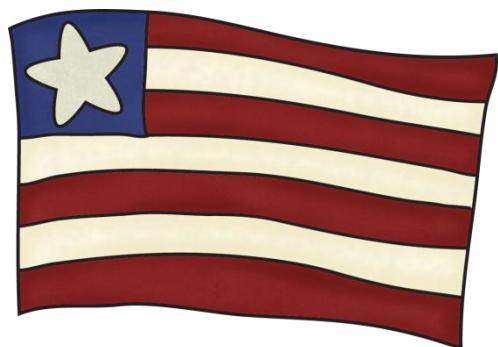


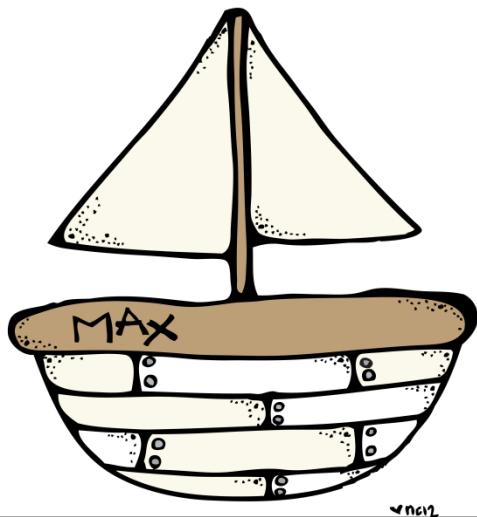




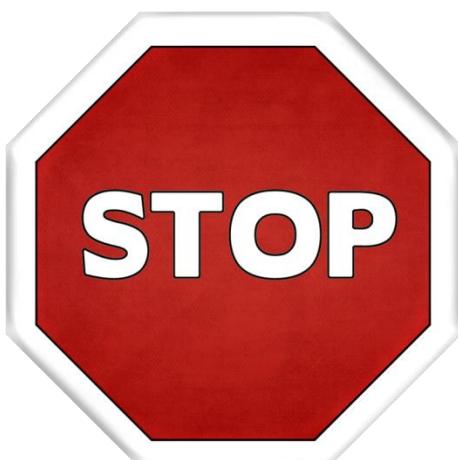
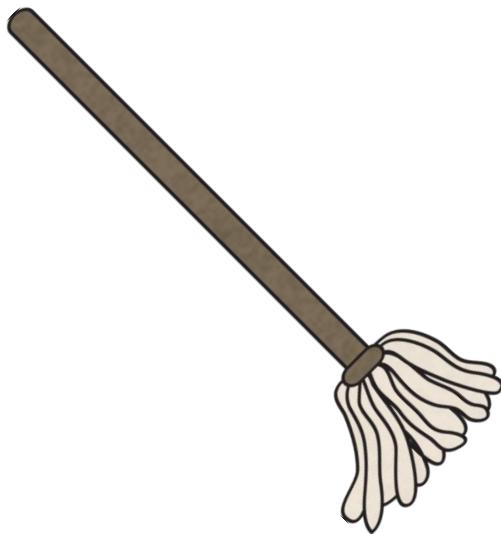
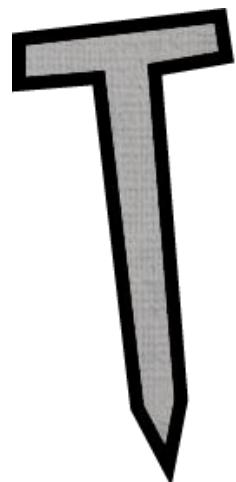




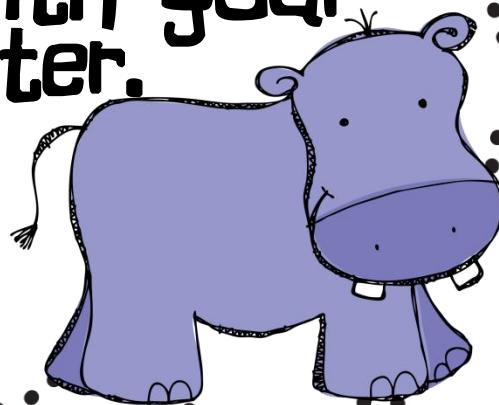






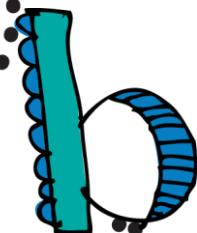


**Find Someone
whose picture
ends with your
letter.**



Note to teacher: The following letter cards can be used with any of the picture cards from the previous Find Someone Who games.

Find Someone
whose picture
starts with your
letter.



a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

S

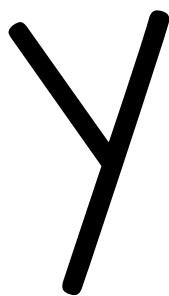
+

U

V

W

X

A large, bold, black outline of the uppercase letter 'Y' is centered in the top section of the page. It is a simple, sans-serif font style.A large, bold, black outline of the uppercase letter 'Z' is centered in the middle section of the page. It is a simple, sans-serif font style.

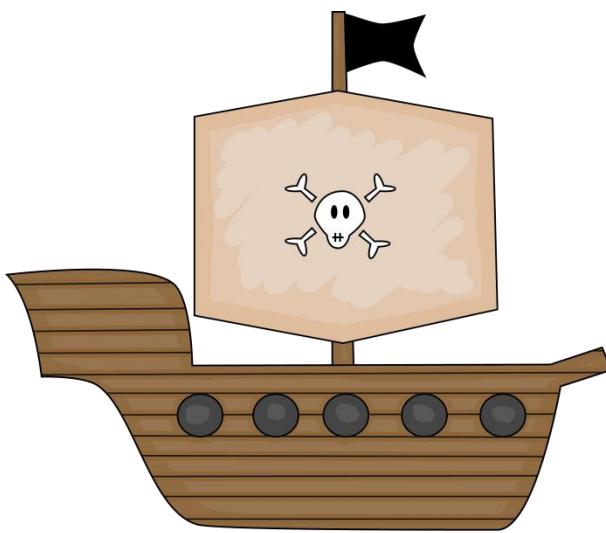
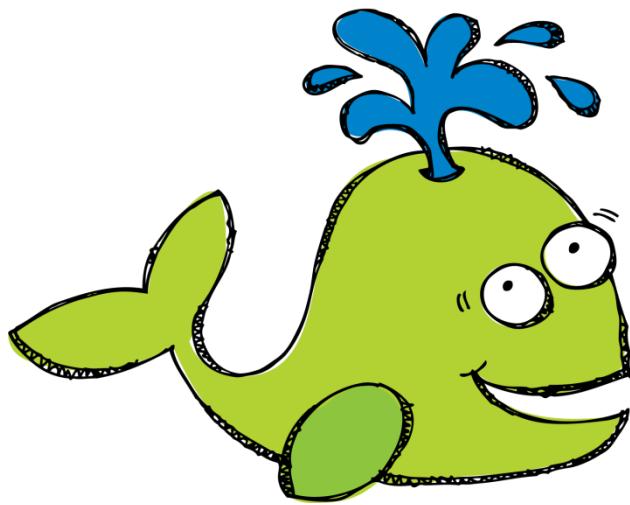
Note: These do not have colored dots on them because they can be used with any of the picture cards you choose to use. Use the digraph letters and pictures for your little ones who need a little more of a challenge.

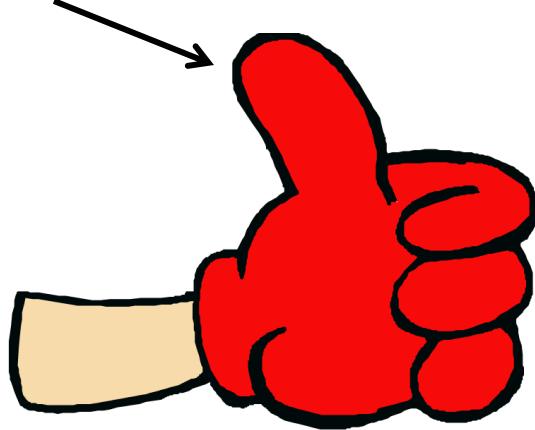
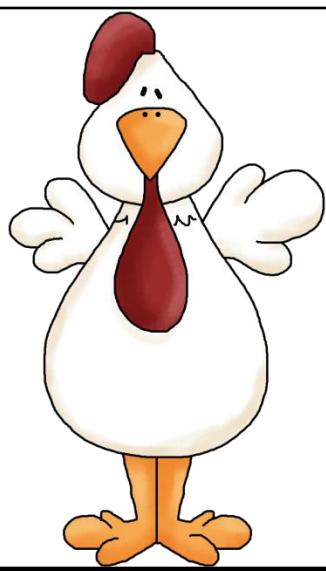
sh

wh

th

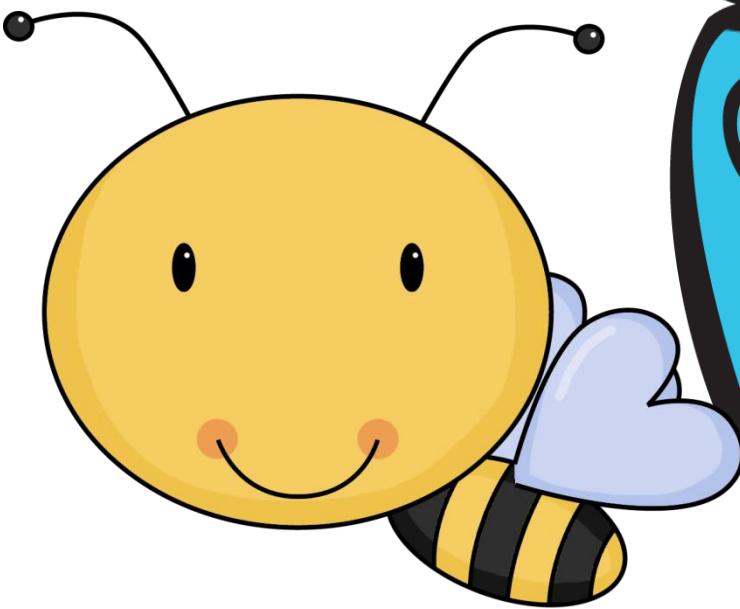
ch





HELP!

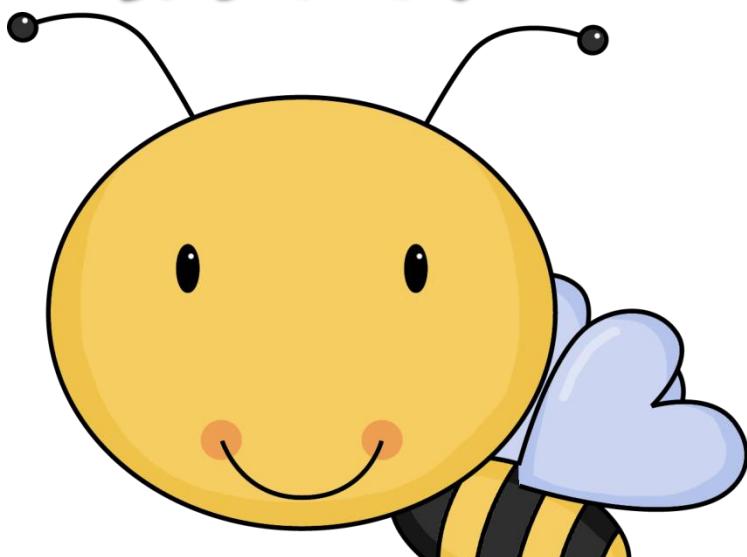
A Silly Phonemic Awareness
Fun Book
BY Deanna JUMP



HELP!

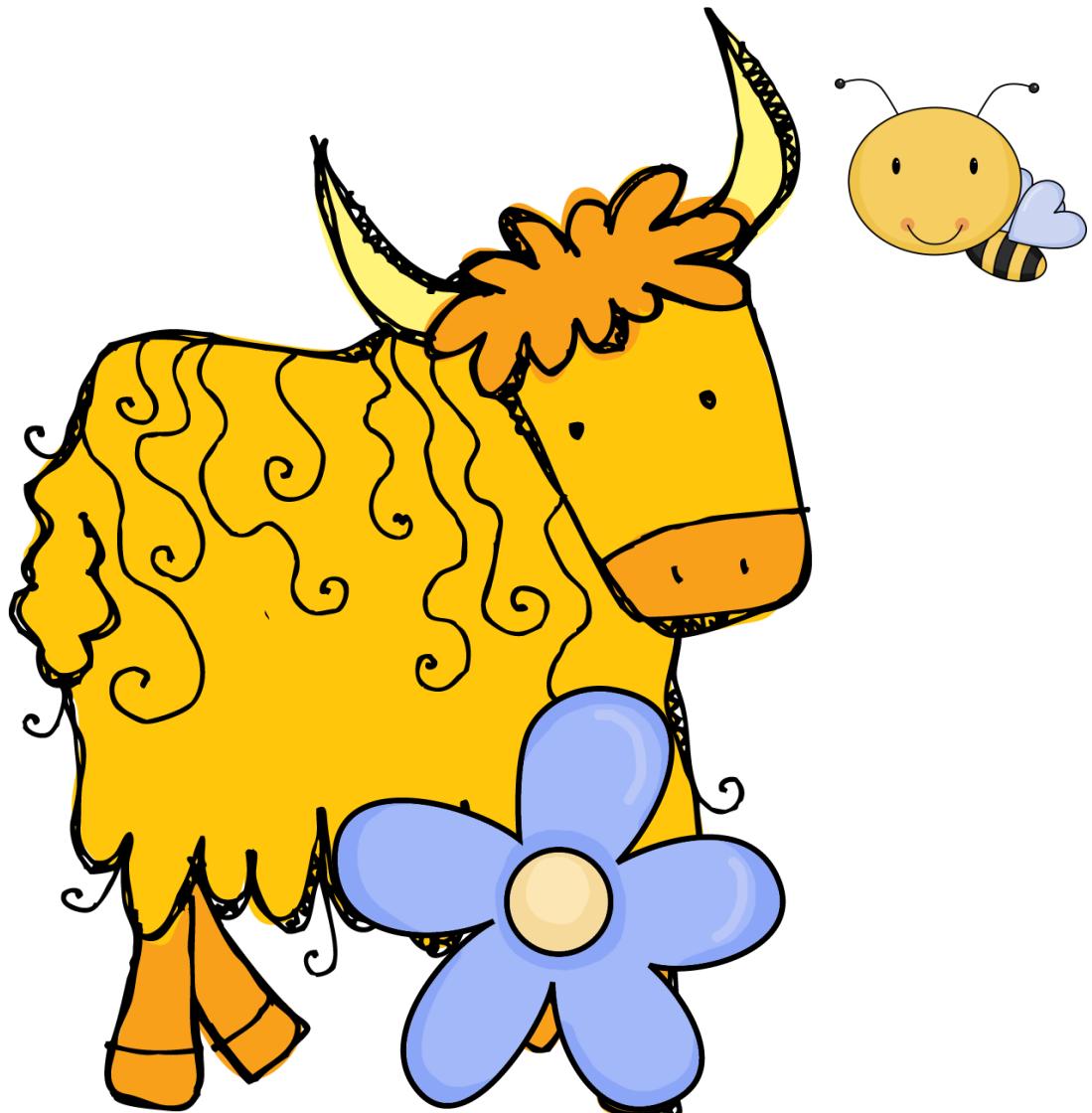
A Silly Phonemic Awareness
Fun Book

BY Deanna JUMP

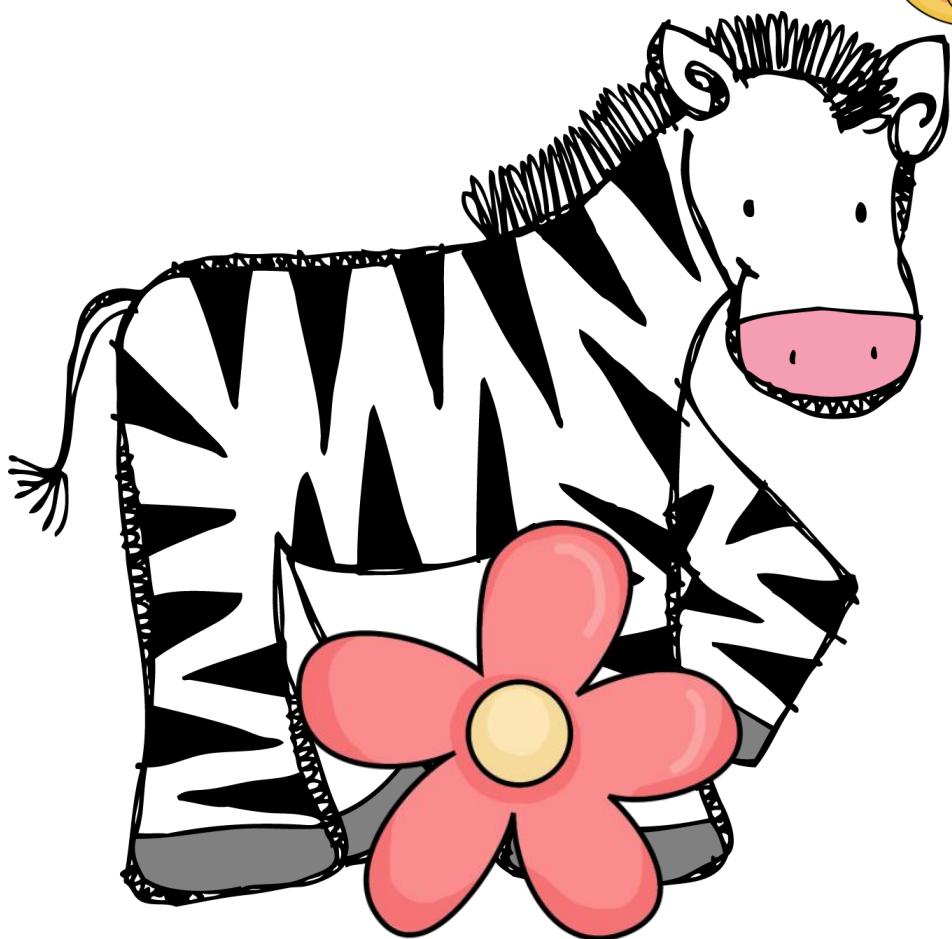




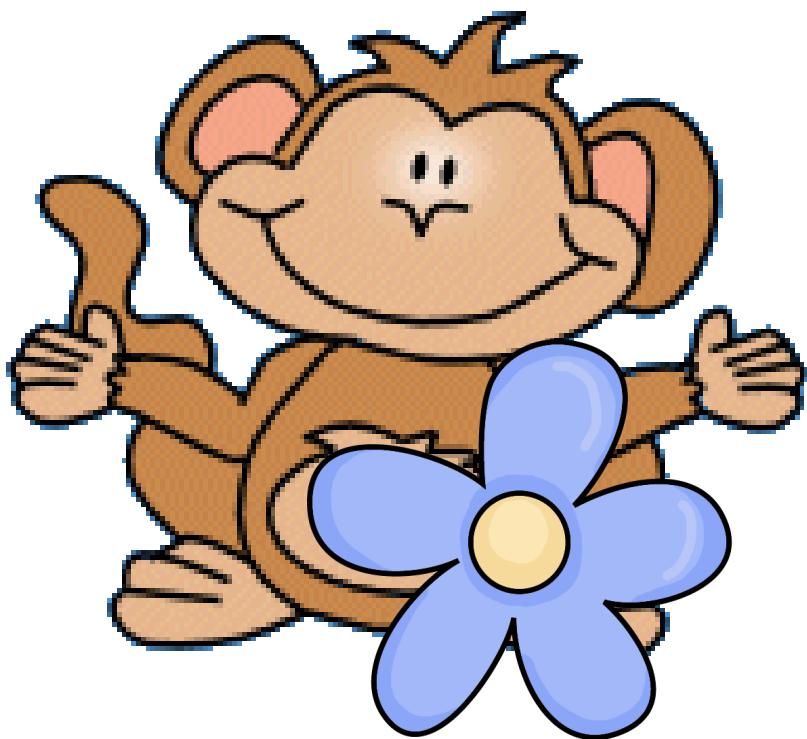
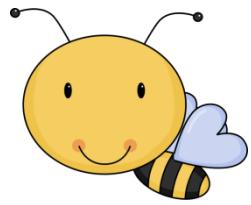
There was a little bee
who caused quite a
bumble. He stung his
friends and now their
words are all a jumble.



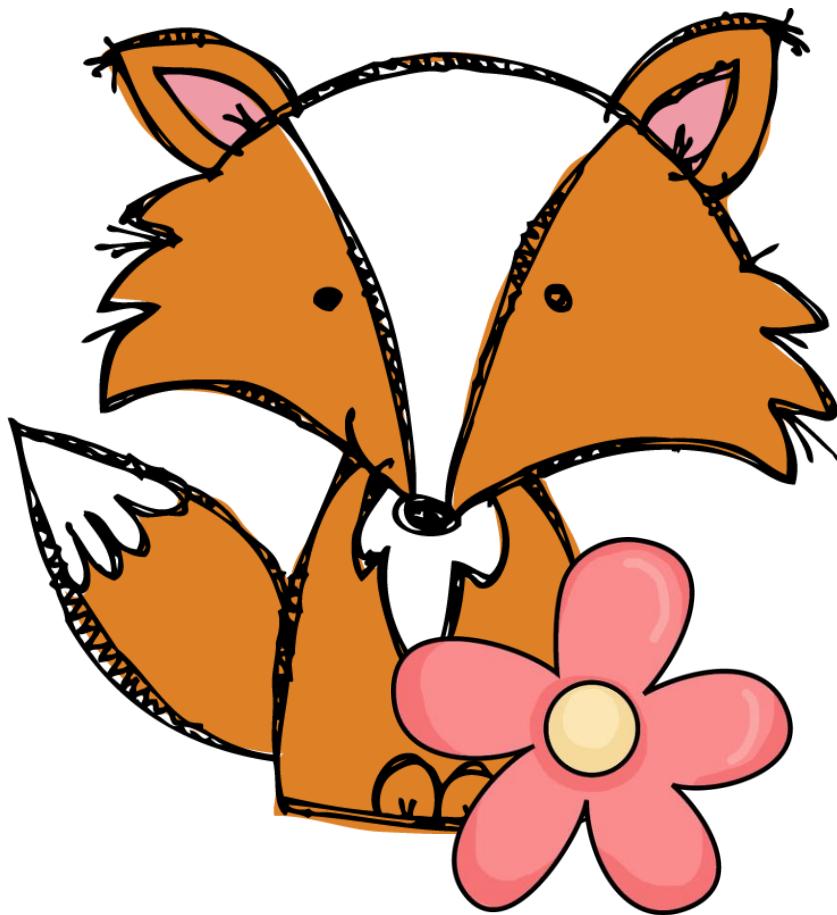
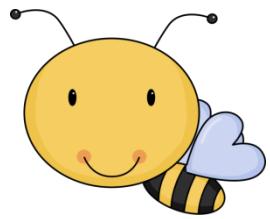
“Help, Help, I’ve been
stung by a yumble yee,”
said Yak.



“Help, Help, I’ve been
stung by a Zumble zee,”
said Zebra.



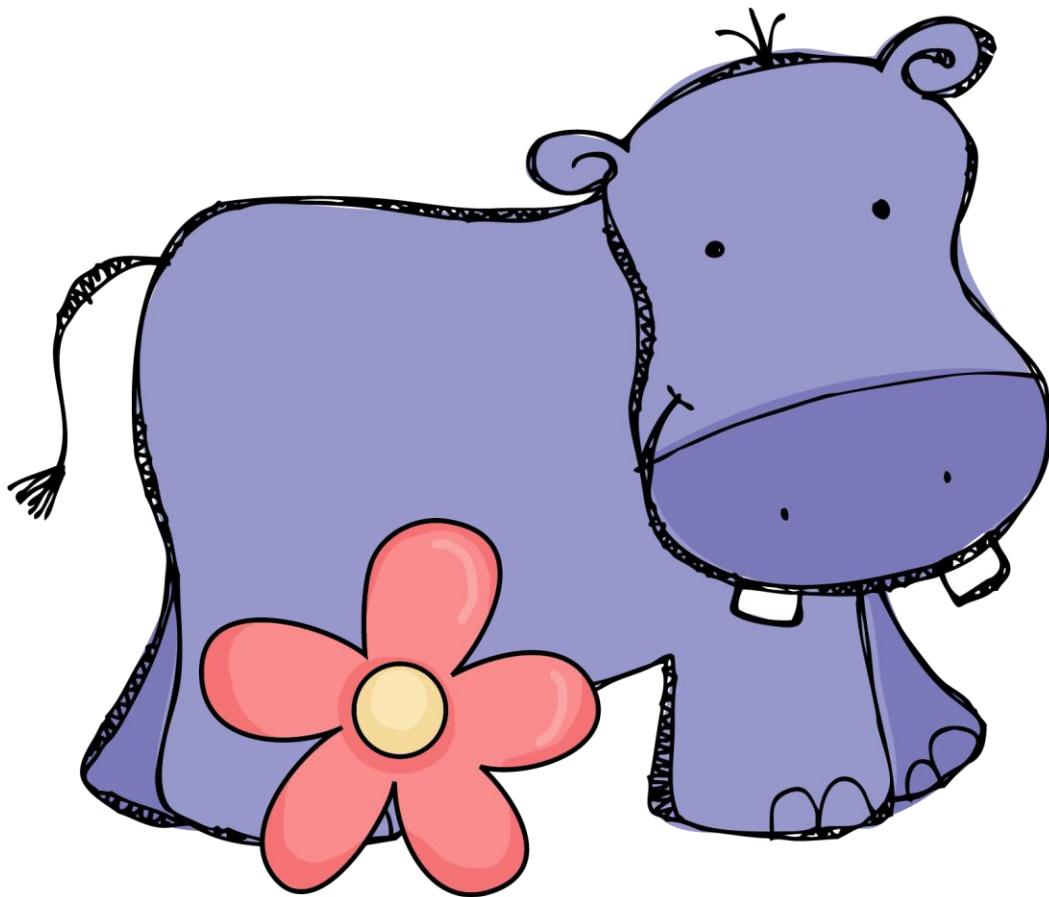
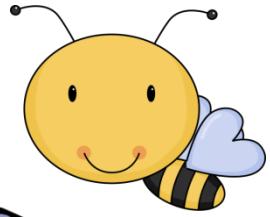
“Help, Help, I’ve been
stung by a mumble mee,”
said Monkey.



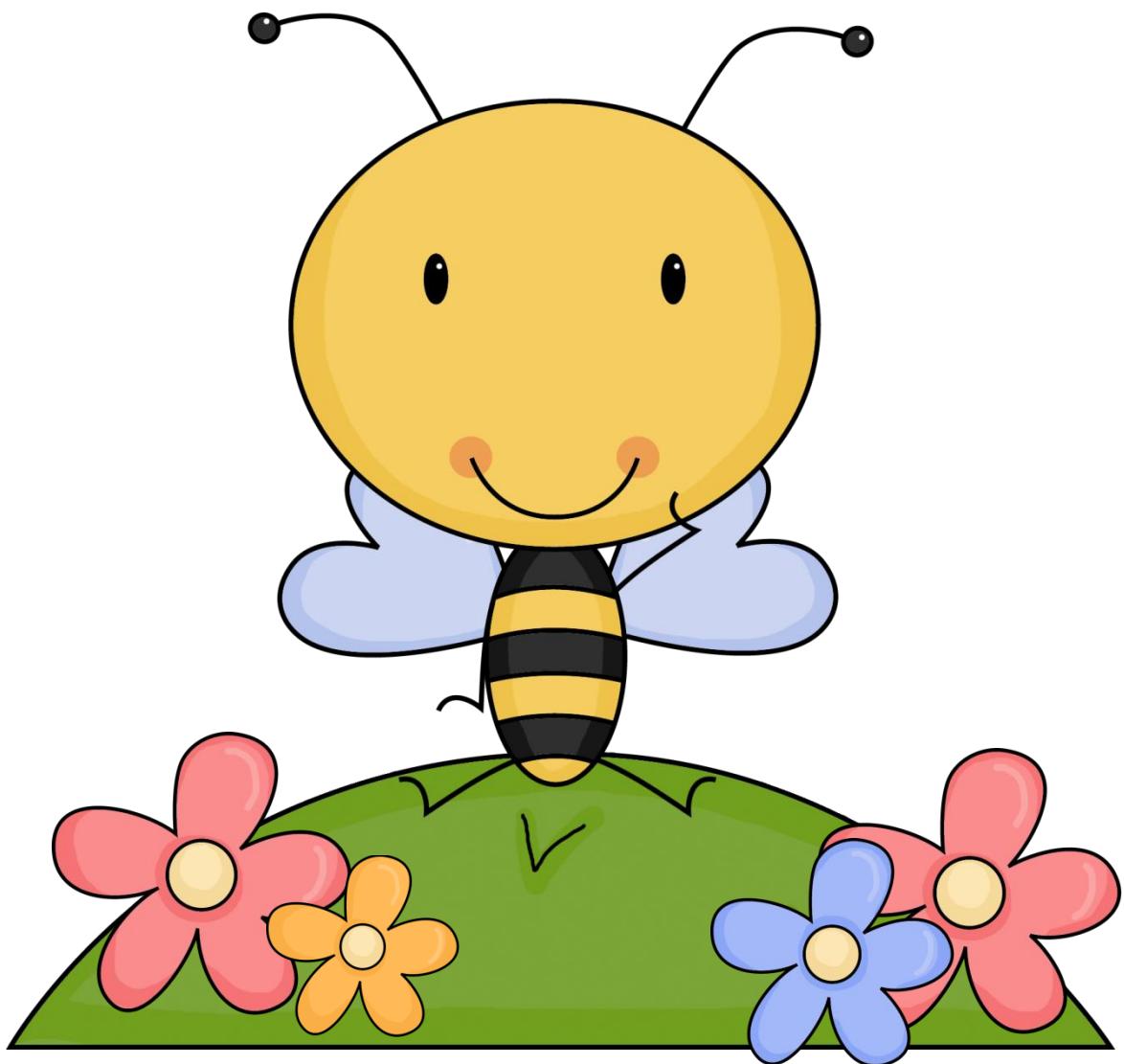
“Help, Help, I’ve been
stung by a fumble bee,”
said Fox.



“Help, Help, I’ve been
stung by a lumble lee,”
said Lion.



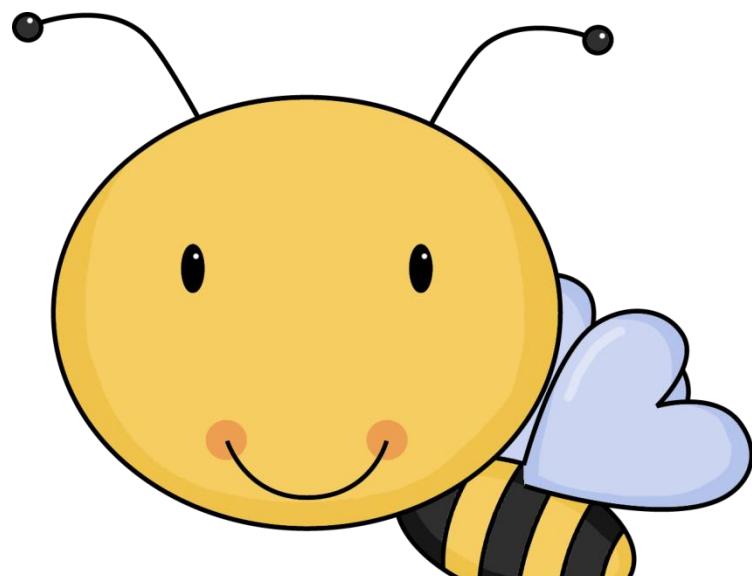
“Help, Help, I’ve been
stung by a humble hee,”
said Hippo.



“Don’t you mean a
bumble bee?” asked Bee.

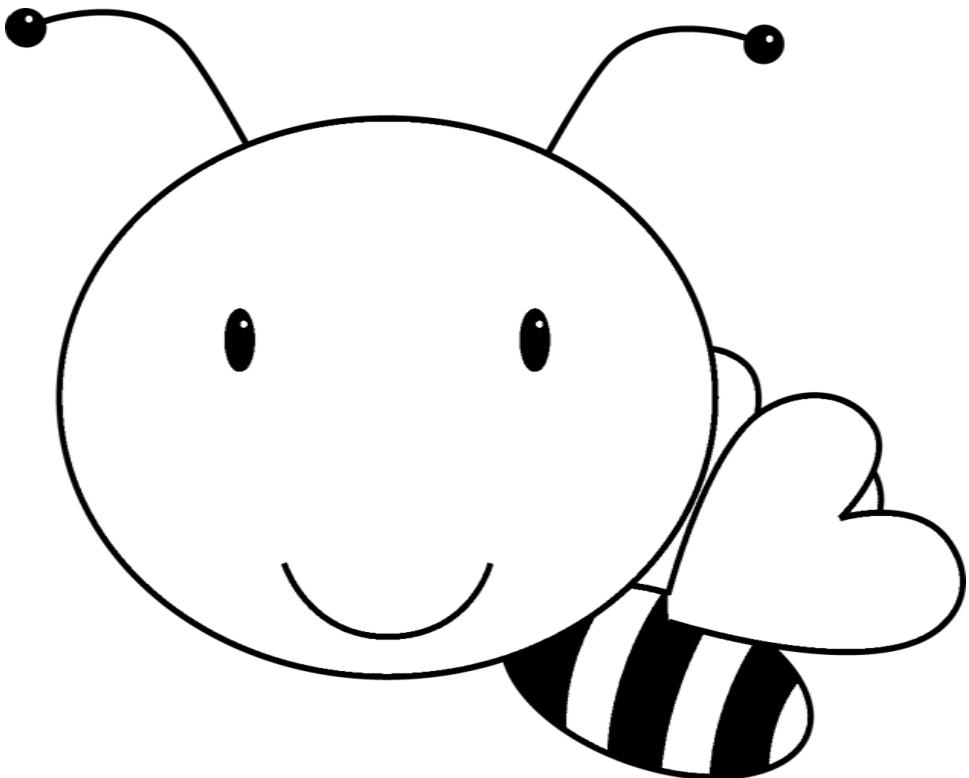
HELP!

A Silly Phonemic Awareness
Fun Book



Help!

A Silly Phonemic Awareness Fun Book



“Help, help, I’ve been stung
by a _____umble _____ee,”
said _____.

“Don’t you mean a
bumble bee?”

asked _____.

For the class book you can either use the colored cover or the black and white cover. Have students complete the pages for the class book by drawing their picture and a bumble bee. Have them complete the writing portion by writing the first letter in their name on the first two lines and their name on the third line. If their name starts with B then they will use the page that says, “Don’t you mean a bumblebee?” See examples on the following pages.

Digraph examples:

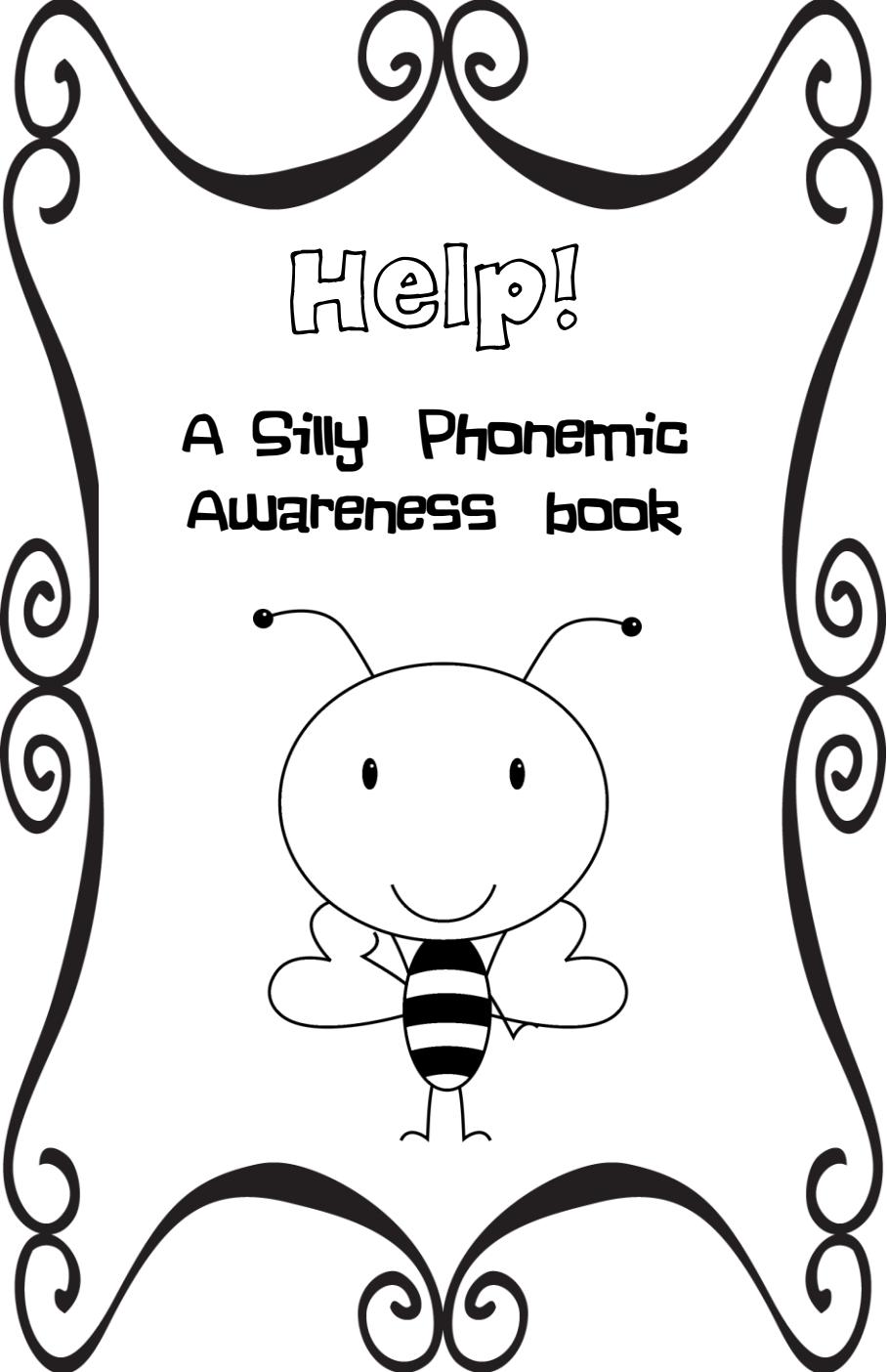
Ex: Shane would be shumble shee
Chuck would be chumble chee



“Help, help, I’ve been stung
by a humble hee,”
said Hunter.

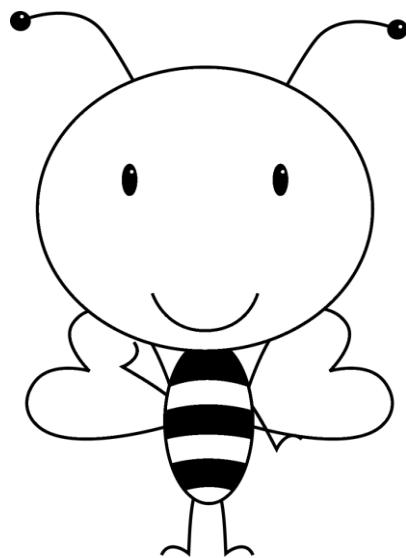


“Don’t you mean a
bumble bee?”
asked Brandon.

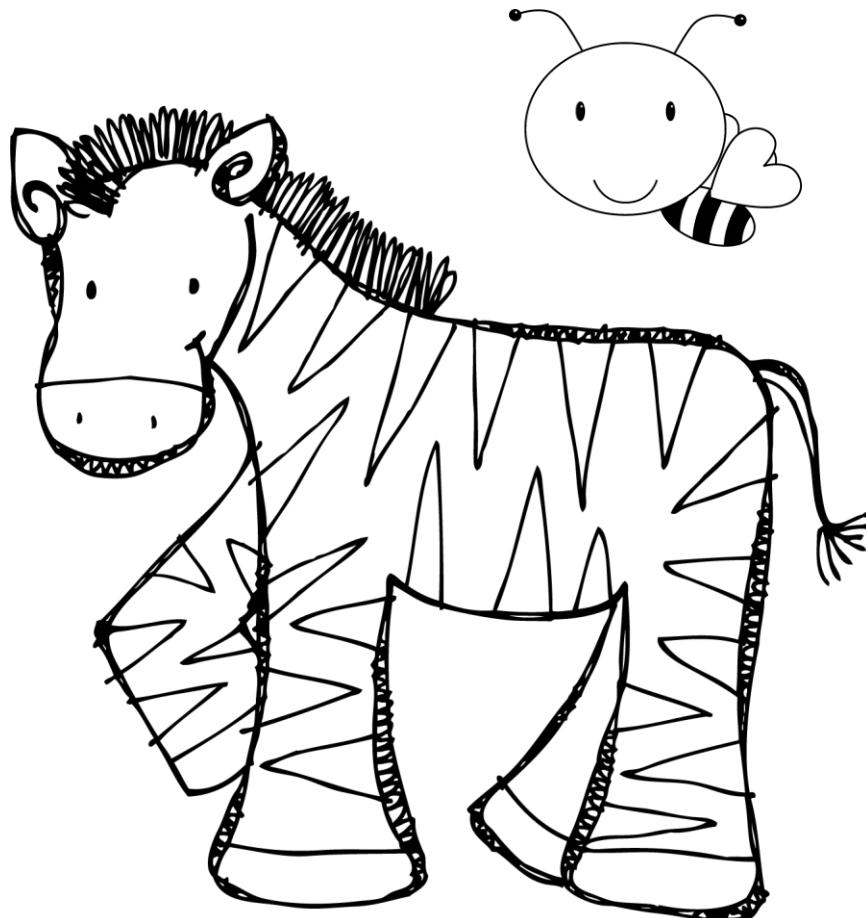


Help!

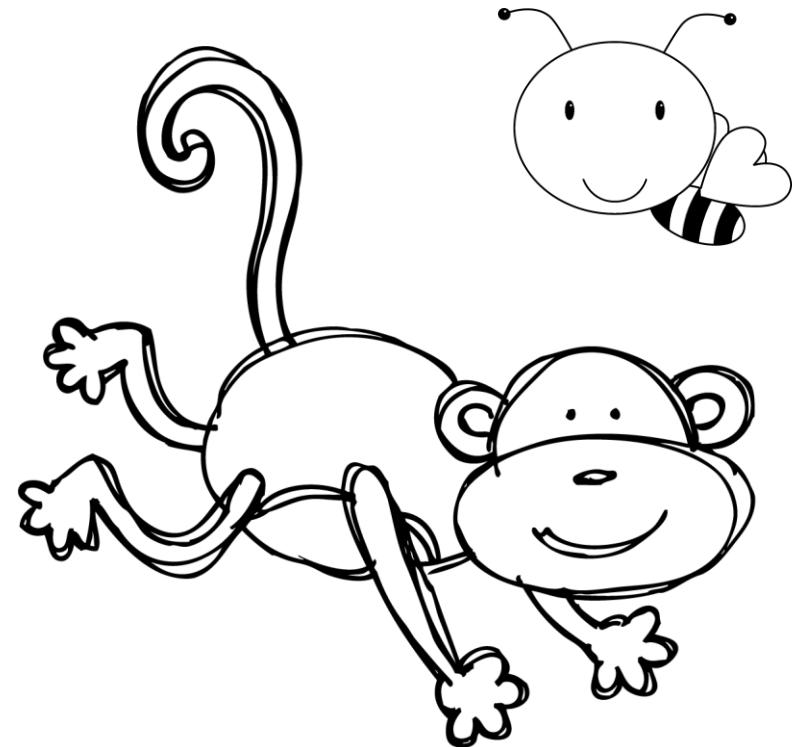
A Silly Phonemic Awareness book



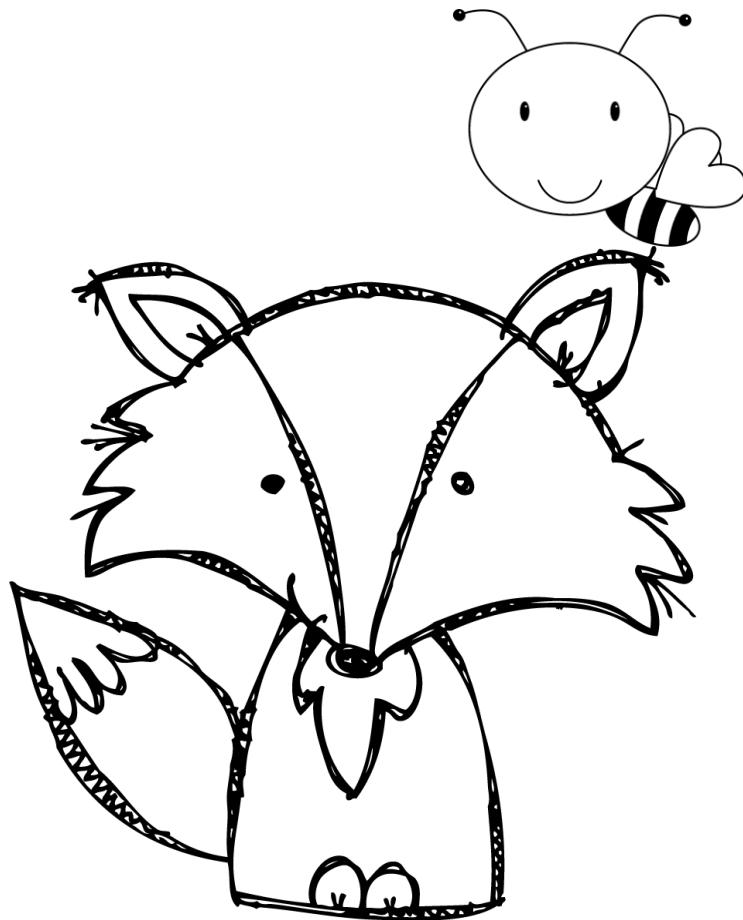
"Help, help, I've
been stung by a
umble ee,"
said Yak.



"Help, help, I've
been stung by a
____umble ____ee,"
said Zebra.



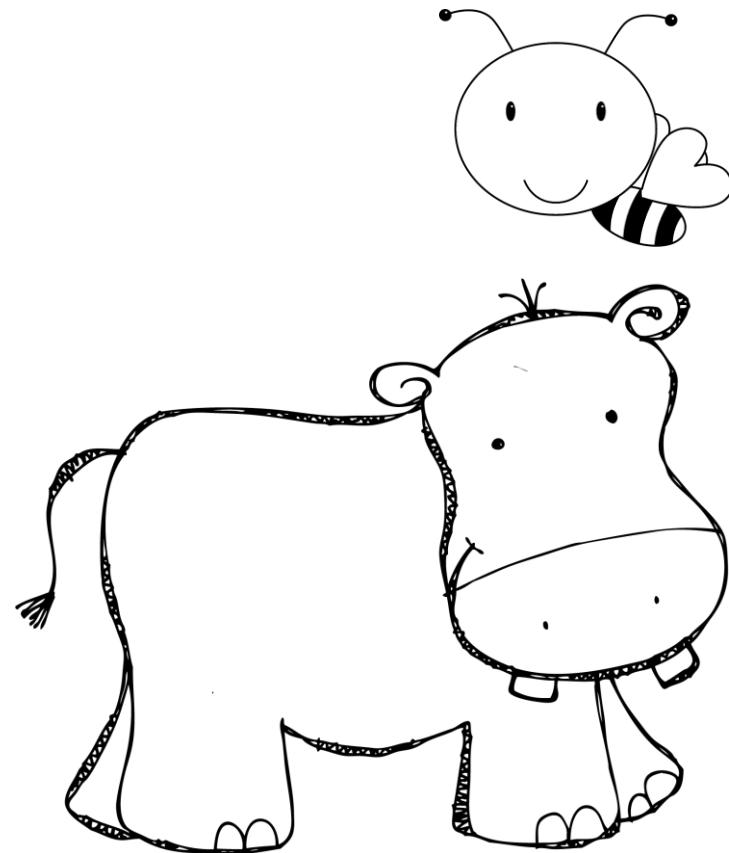
"Help, help, I've
been stung by a
____umble ____ee,"
said Monkey.



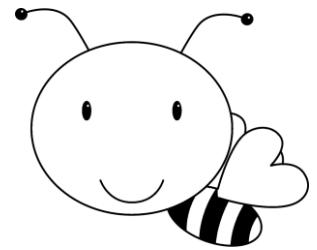
"Help, help, I've
been stung by a
____umble ____ee,"
said Fox.



"Help, help, I've
been stung by a
____umble ____ee,
said Lion.



"Help, help, I've
been stung by a
____umble ____ee,
said Hippo.



"Help, help, I've
been stung by a
____umble ____ee,
said _____.

Directions for emergent reader:

Copy one sided and then fold in half and staple. (This makes the books more durable).

Have students use their phonics skills to add the missing letter to each page. Note: If your students aren't quite ready for this you may choose to write in the letter before copying.

For the last page they will add the *first letter of their name to the first two blanks and their name in the last blank.

* If their name starts with a digraph the whole digraph should be added.

OOPS!

After I merged all of my documents together I realized that I forgot to include the directions for the find someone who games.

To make the games laminate and cut out all of the pieces. Give each student a card and have them find their partner.

Note: You may choose to hot glue these to popsicle sticks or place them in nametag holders. (see pictures on the following page).



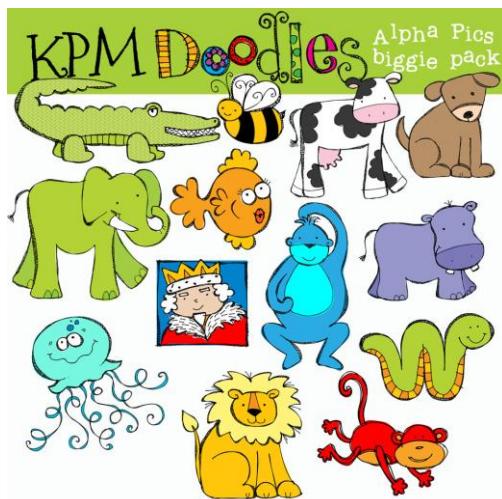


These are the nametag holders I used. They are made by Avery.

I get by with a little help from my friends.



scrappindoodles



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AND
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