

# AlPhaPaI00Za!

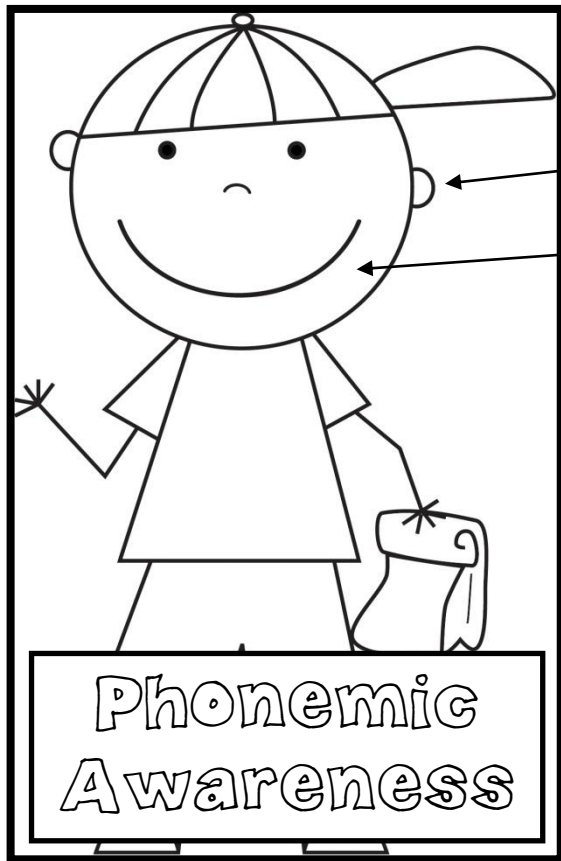
PhONeMiC AwaReNeSS  
& PhONiCS Ph FUN!

BY Deanna JUMP



# Phonemic Awareness vs. Phonics

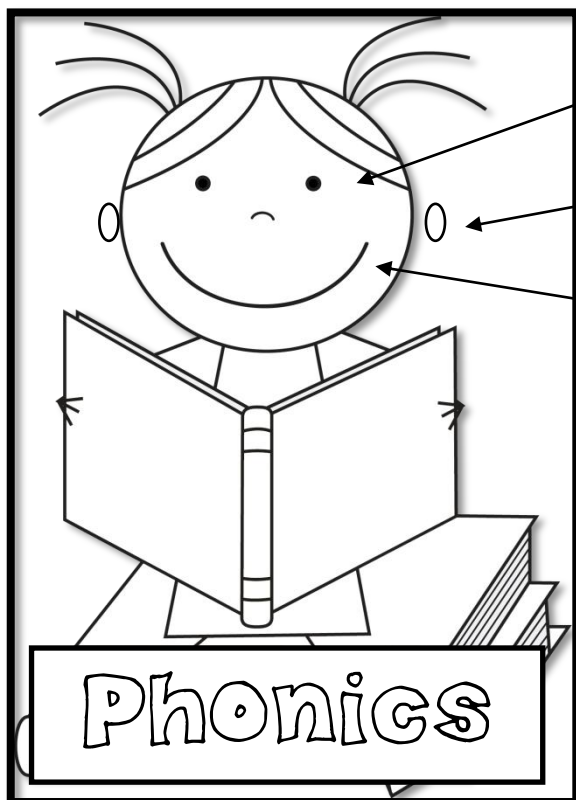
What is the difference?



hearing

speaking

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

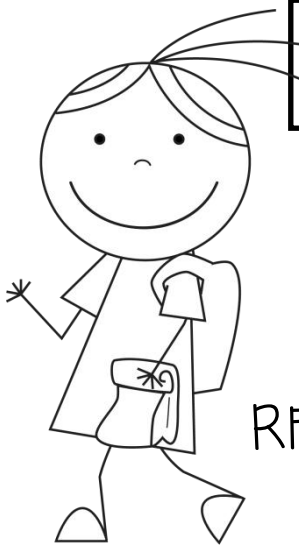


seeing

hearing

speaking

The relationship between written and spoken sounds and letters.



# Phonemic Awareness

## Common Core Standards

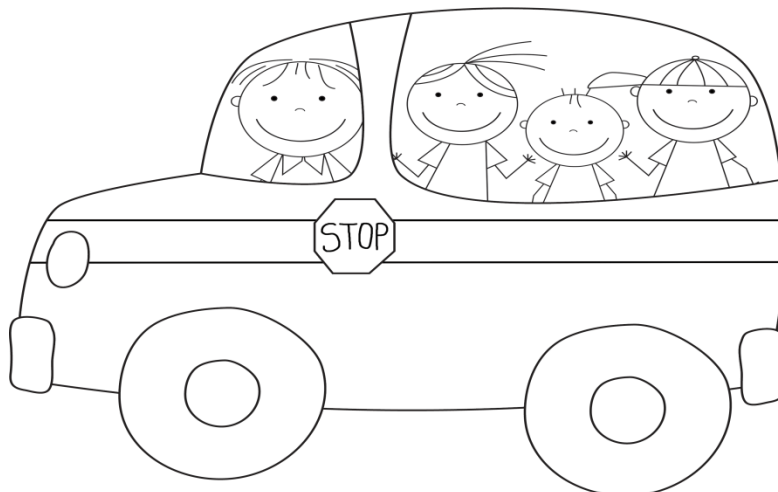
RF.K.2 I can play with words, syllables and sounds.

RF.K2a I can tell you what words rhyme. I can make new rhymes.

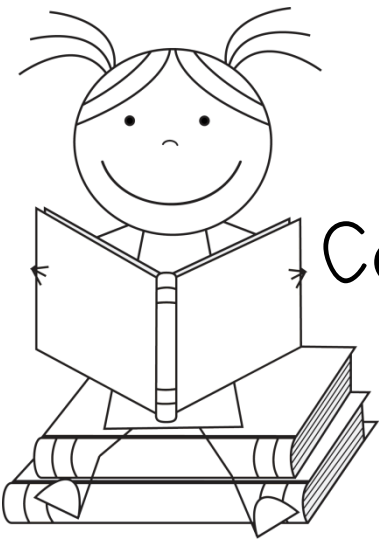
RF.K2b I can count, pronounce, blend and segment syllables in words.

RF.K2c I can break words in parts.

RF.K2d 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

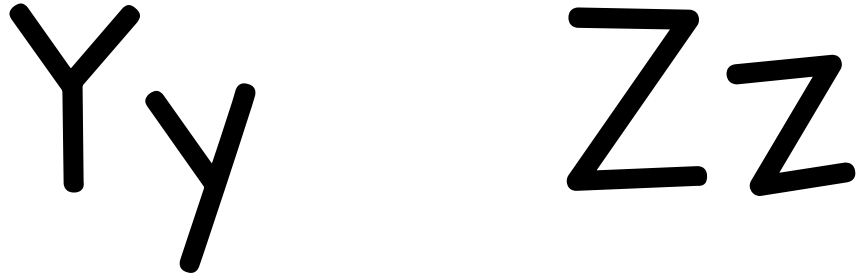
Tt

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

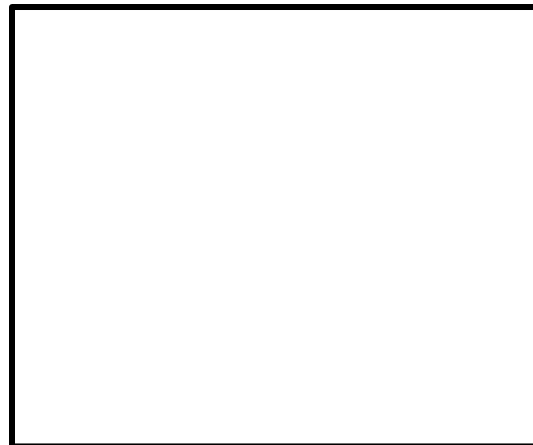
V

W

X

Y

Z



a

b

c

d

e

f

g

h

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j

k

l

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o

p

q

r

s

t

u

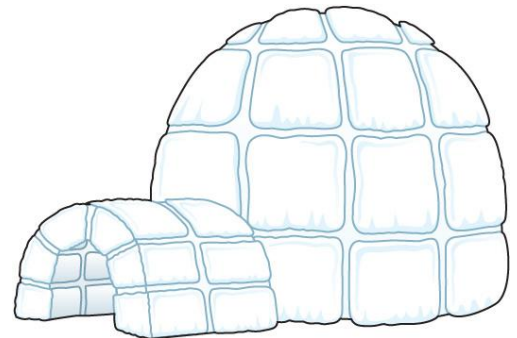
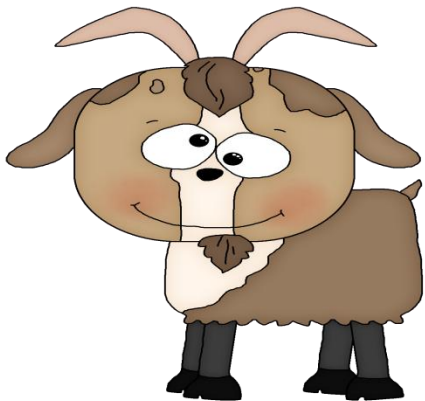
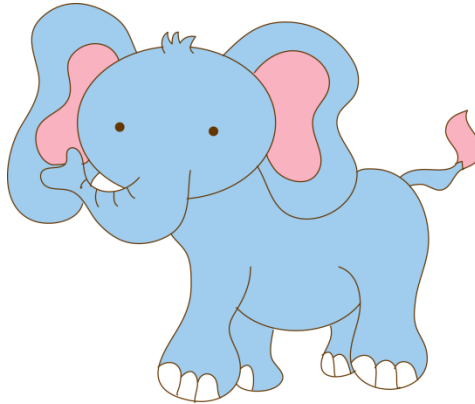
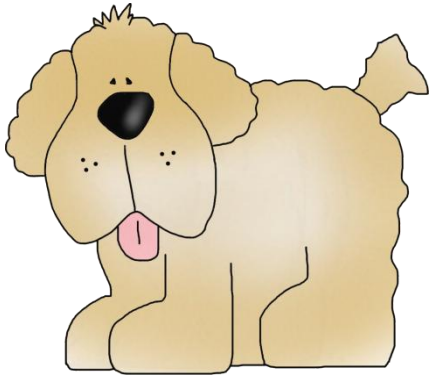
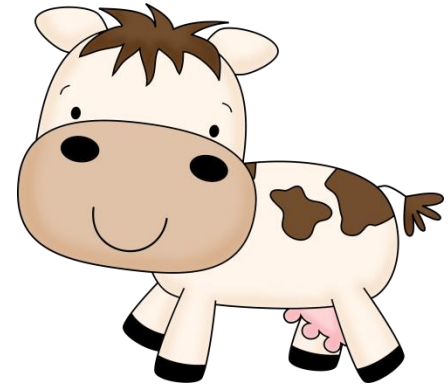
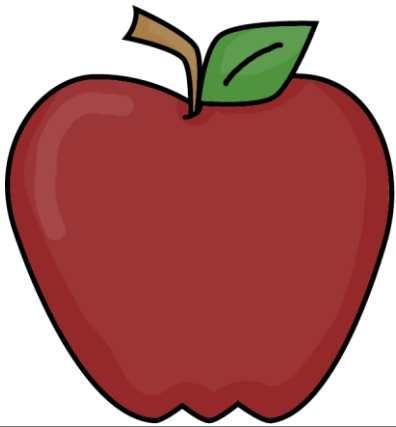
v

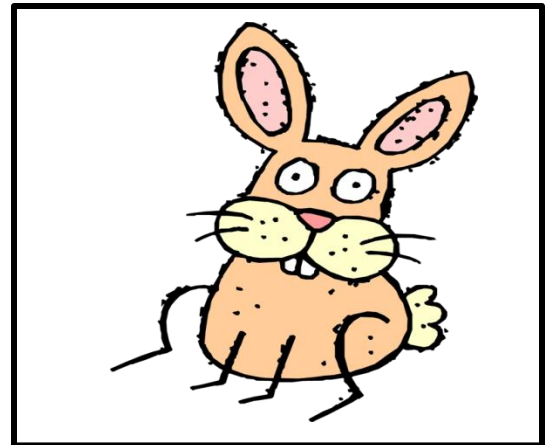
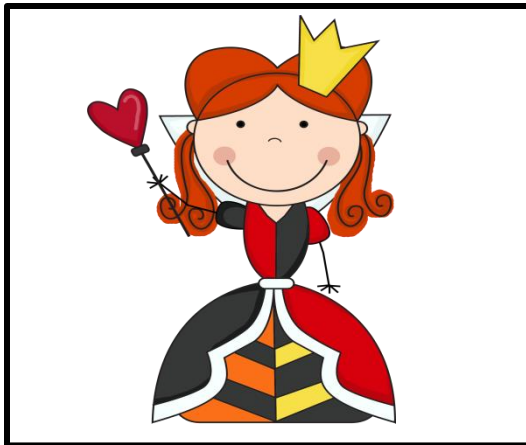
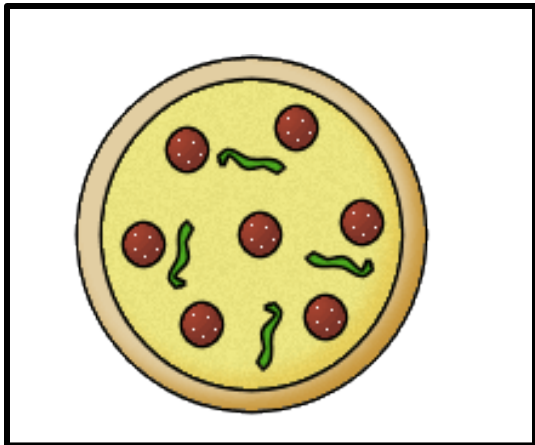
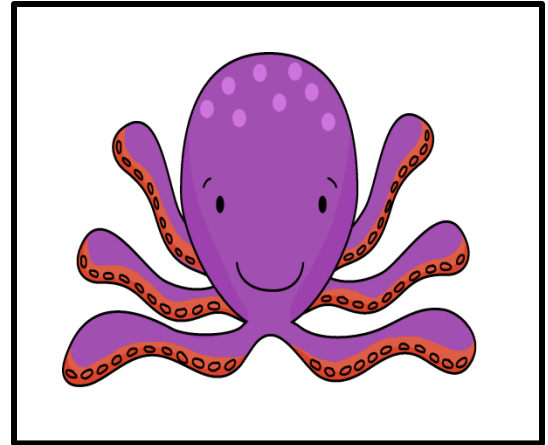
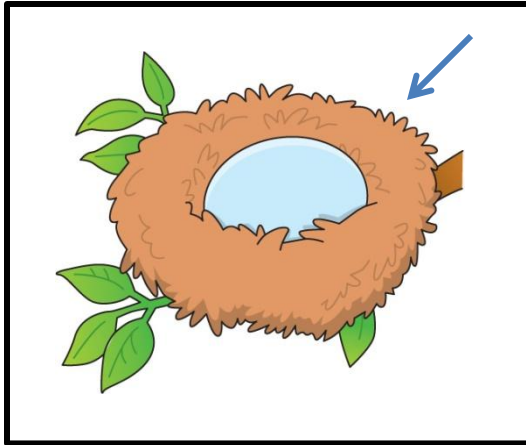
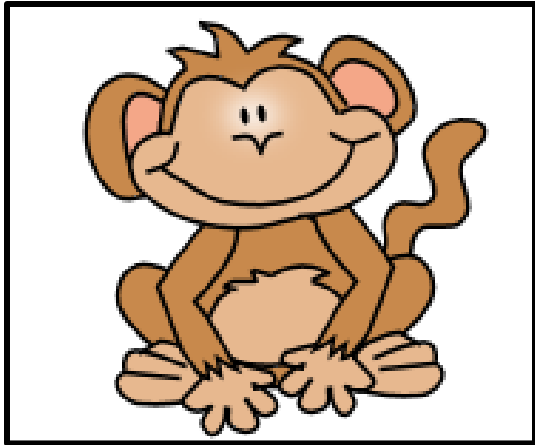
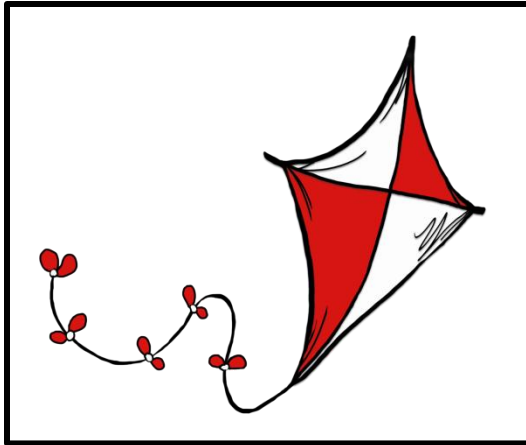
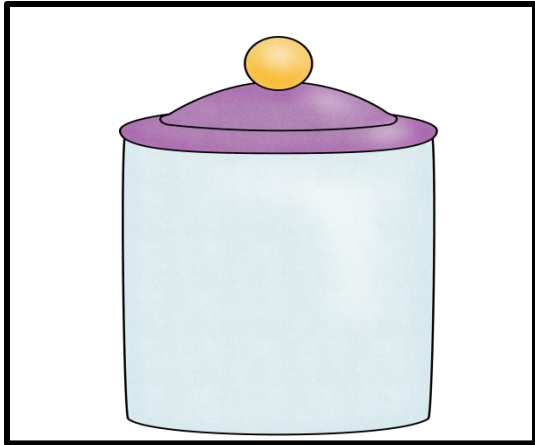
w

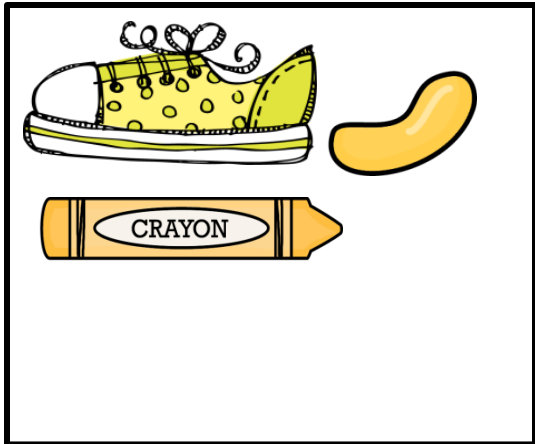
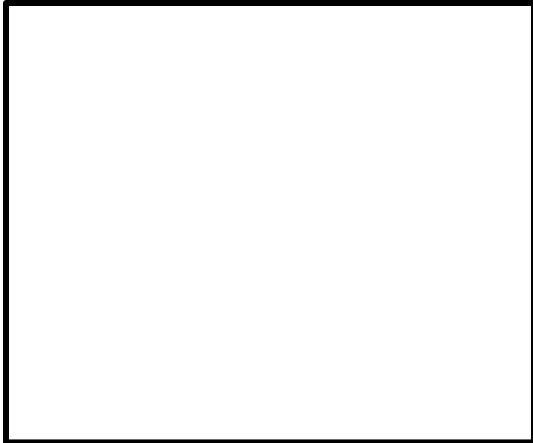
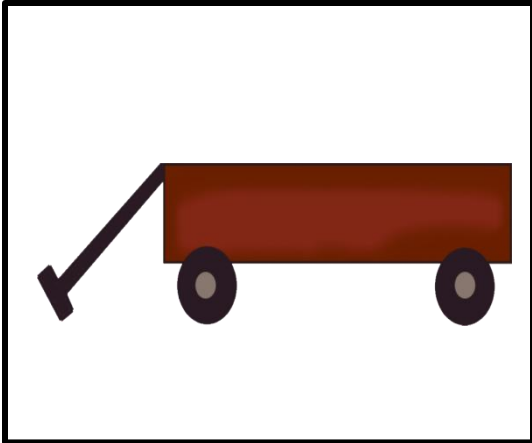
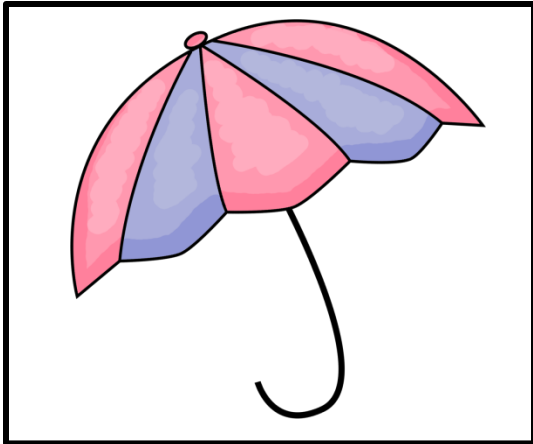
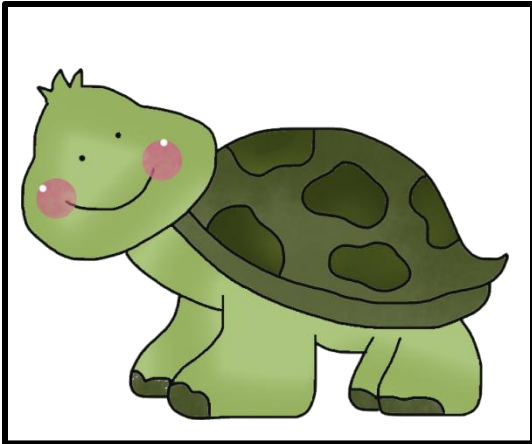
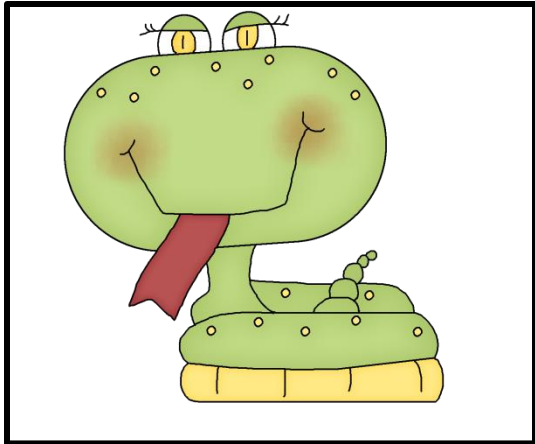
x

y

z

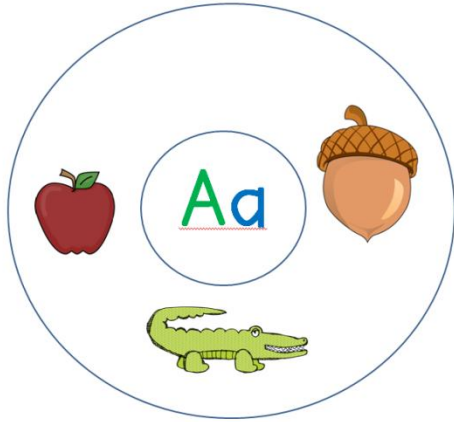






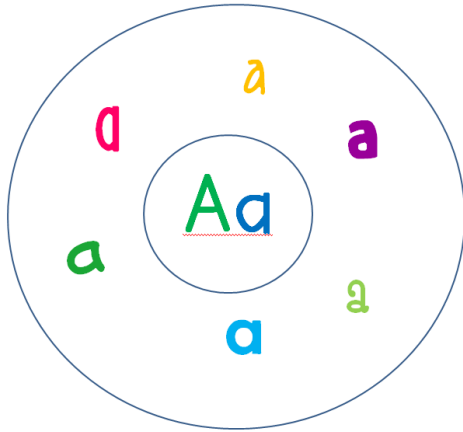


# Alphabet Graphic Organizers

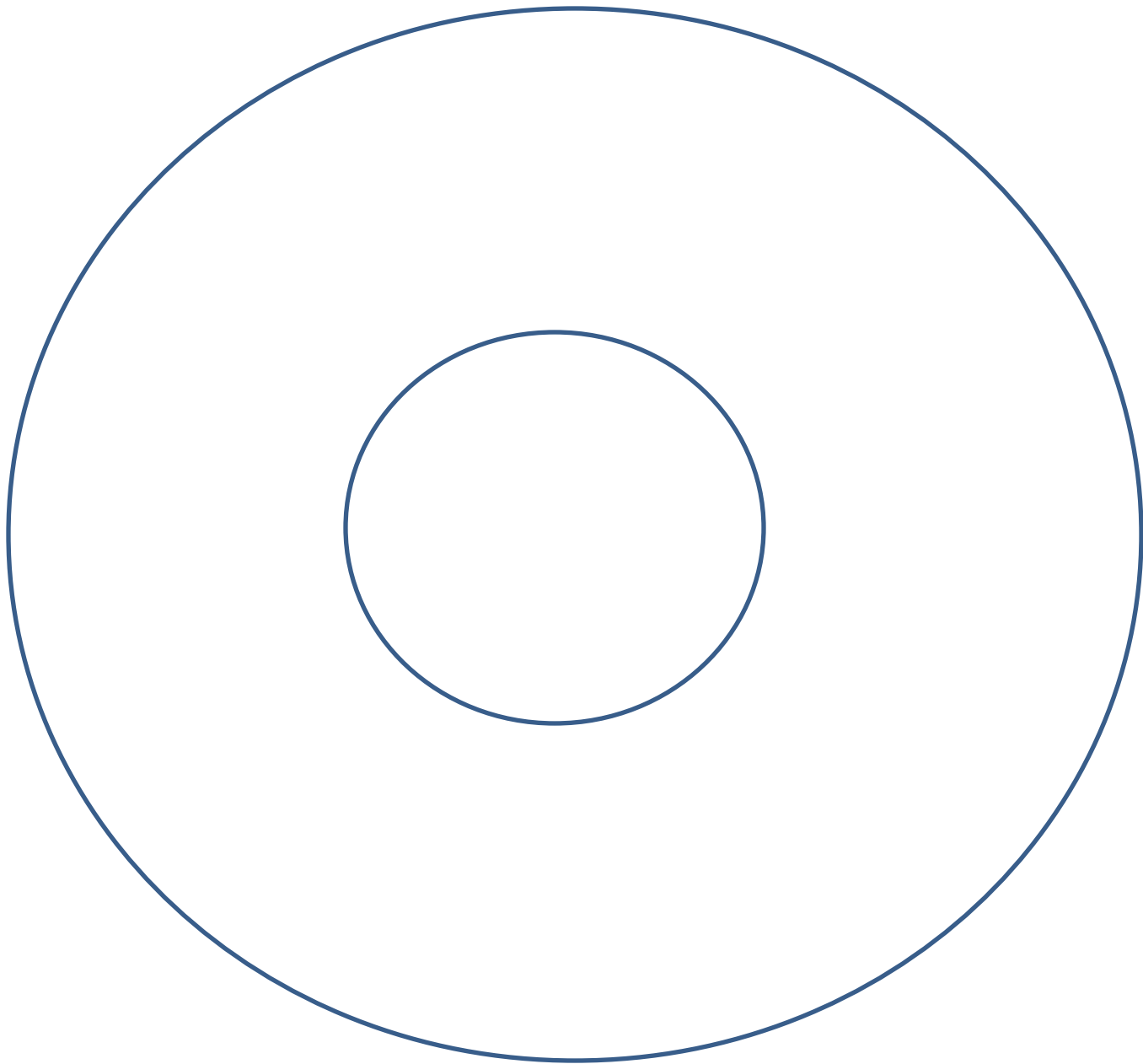


Directions:

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

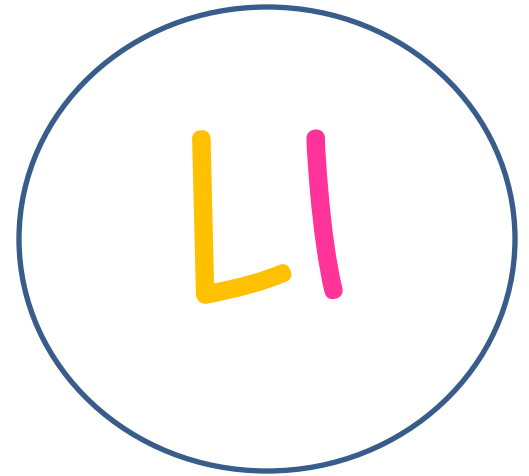
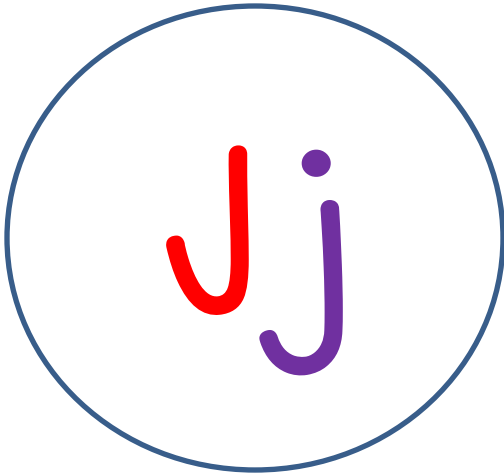
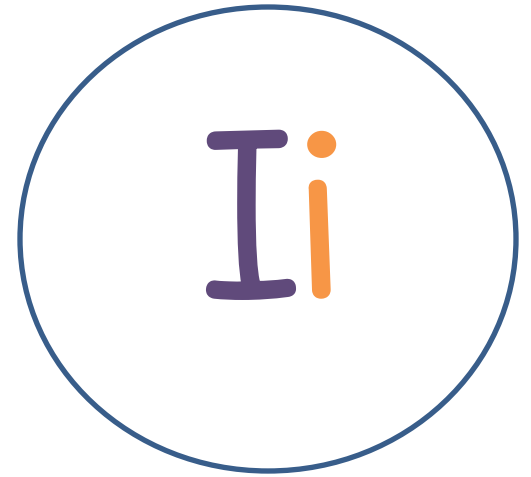
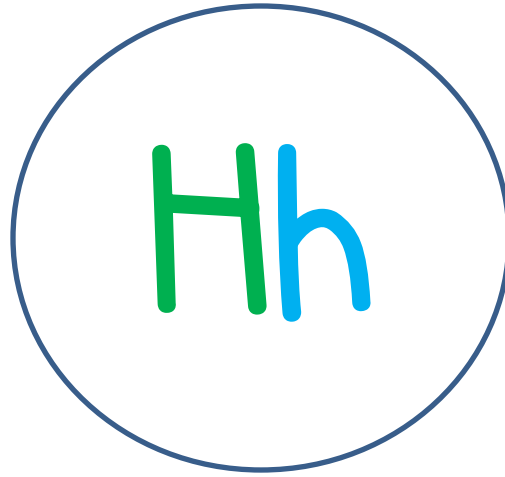
Bb

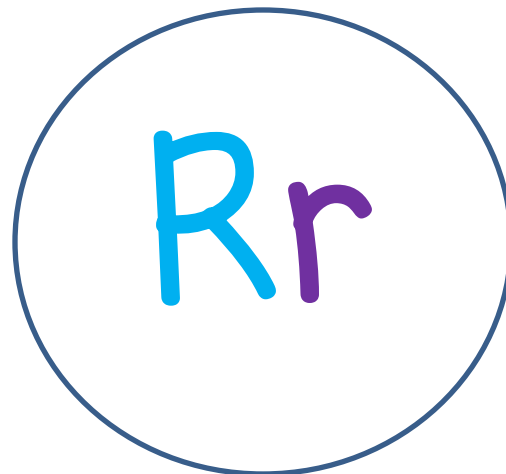
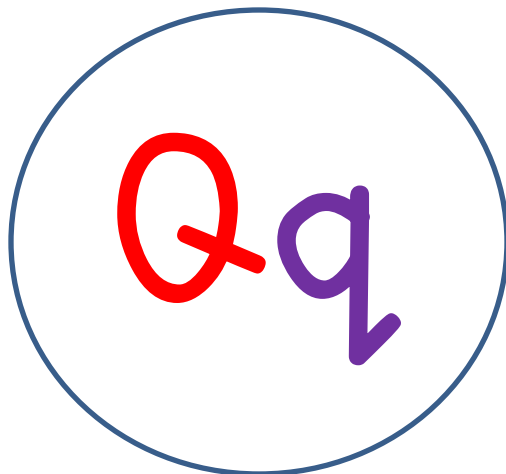
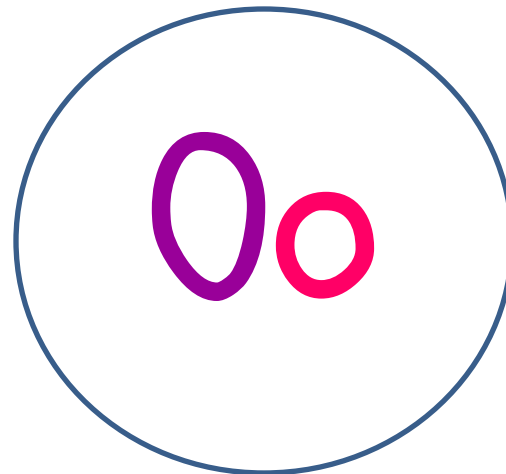
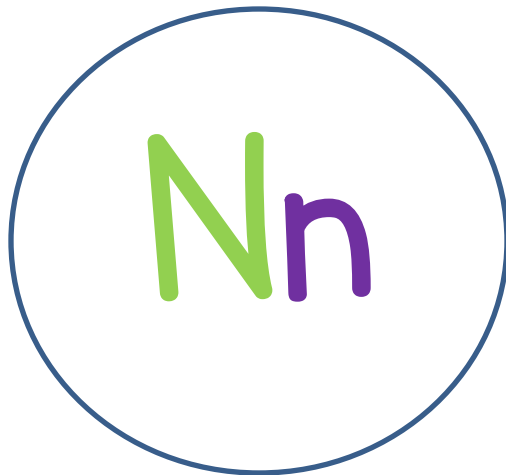
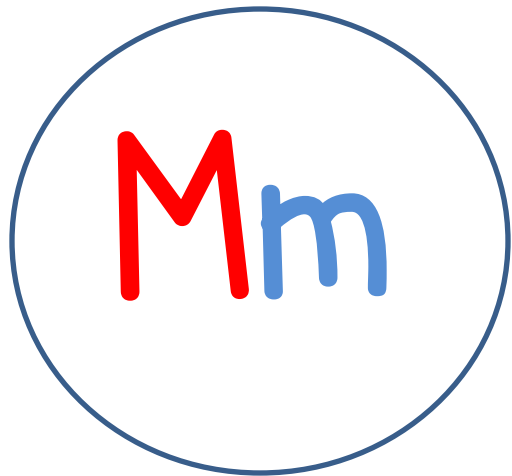
Cc

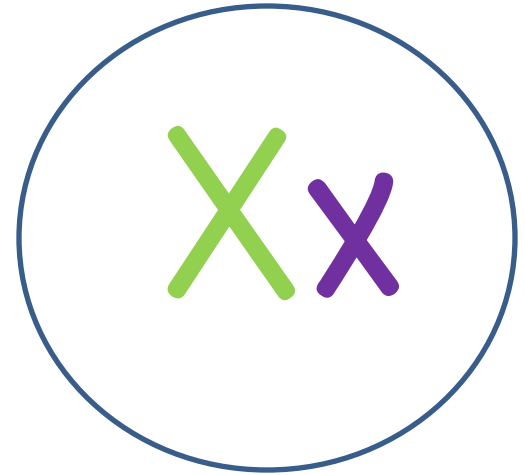
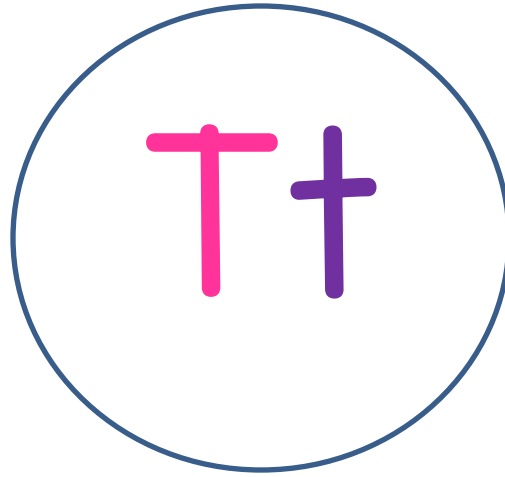
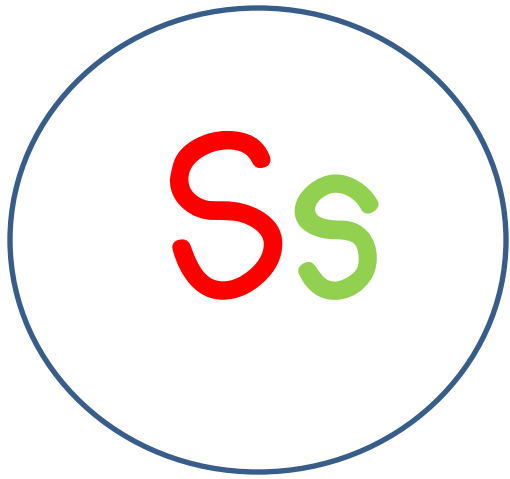
Dd

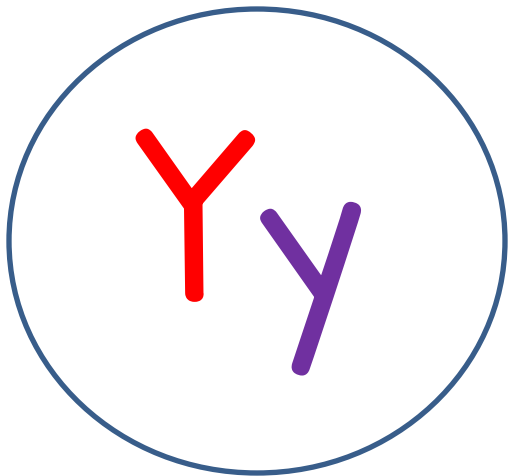
Ee

Ff





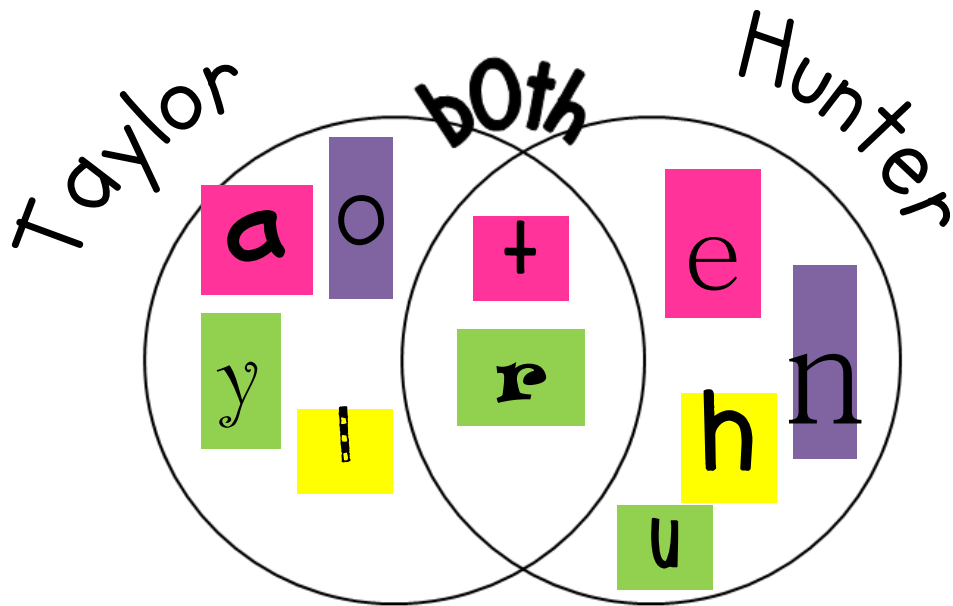






# FUN FONTS

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

b

b

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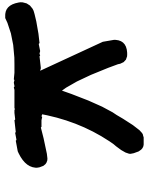



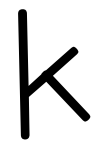

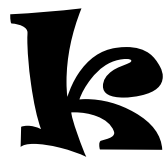











j

j

j

j

j

|   |   |   |   |   |
|---|---|---|---|---|
|    |    |   |    |    |
|    |    |   |    |    |
|    |    |   |    |    |
|  |  |  |  |  |



m

m

M

M

m

m

m

m

m



n

n

n

n

n

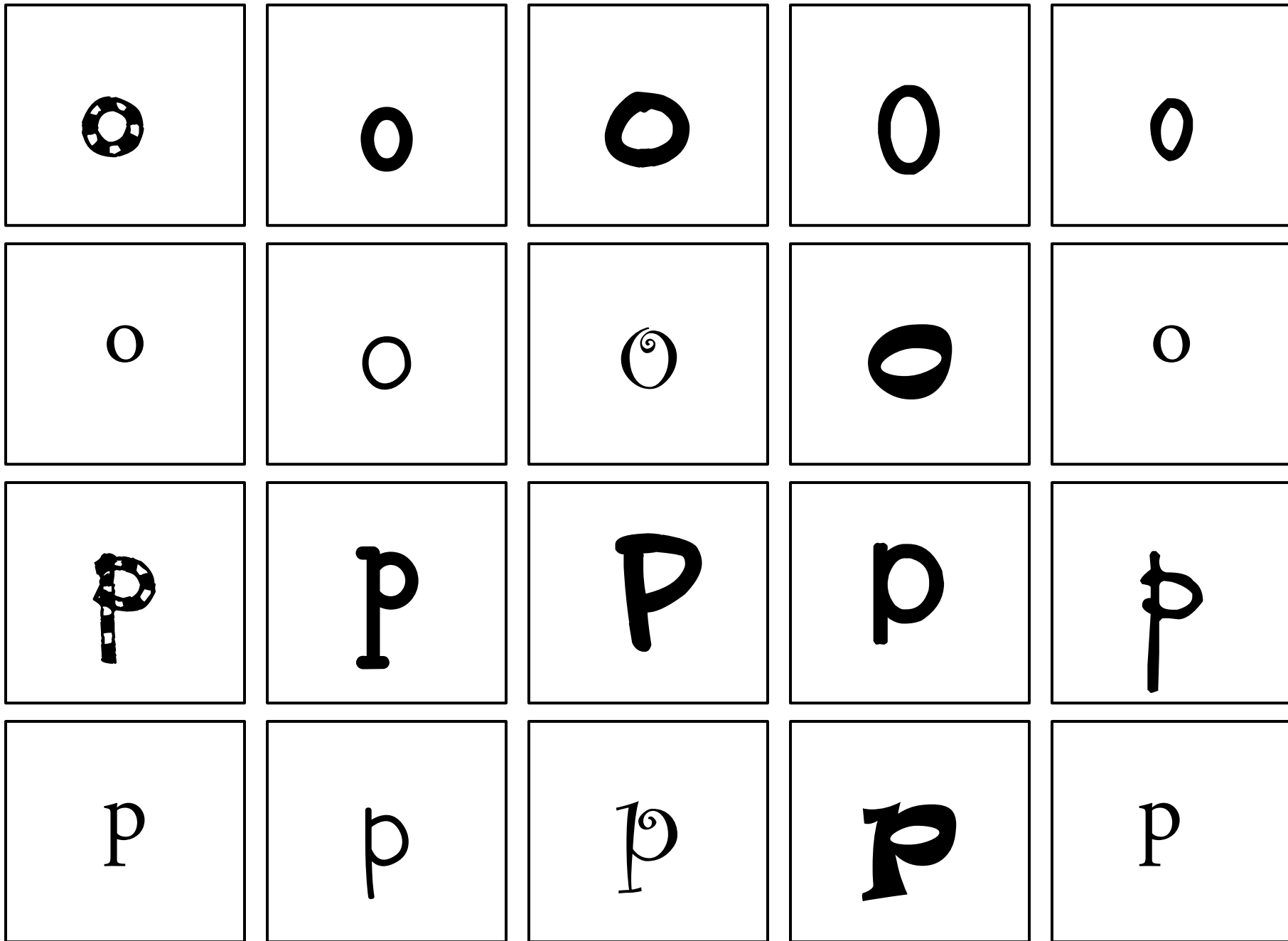
n

n

n

n





q

q

q

q

q

q

q

q

q

q

r

r

r

r

r












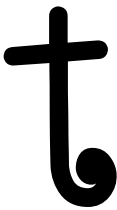








r

r

r

r

r

|   |   |  |   |   |
|---|---|--|---|---|
|    |    |    |    |    |
|    |    |     |    |    |
|    |    |    |    |    |
|  |  |  |  |  |

u

u

u

u

u

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u

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u

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v

v

v

v

v

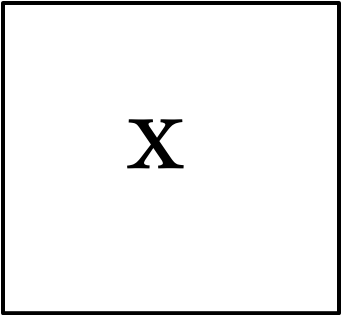
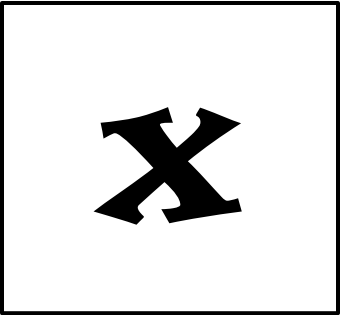
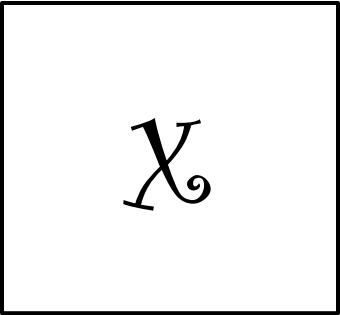
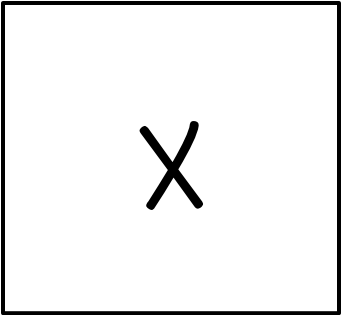
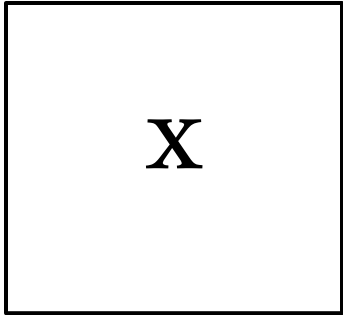
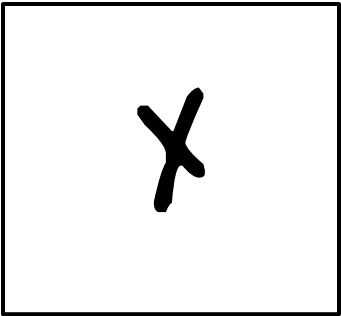
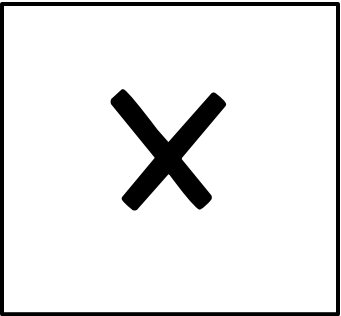
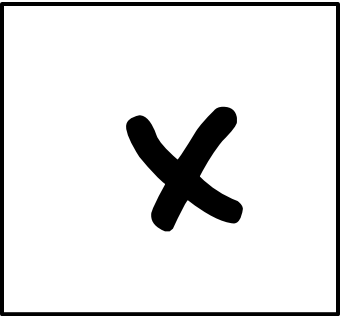
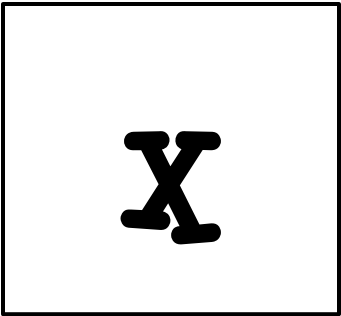
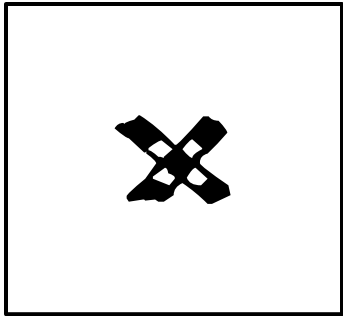
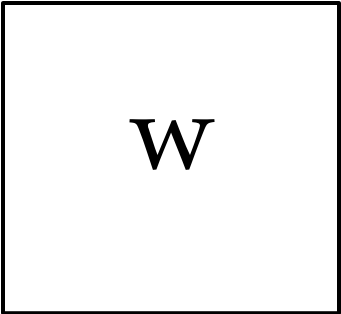
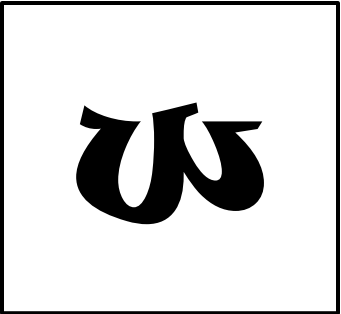
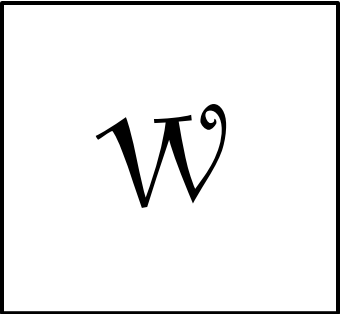
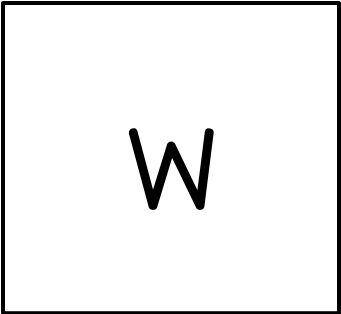
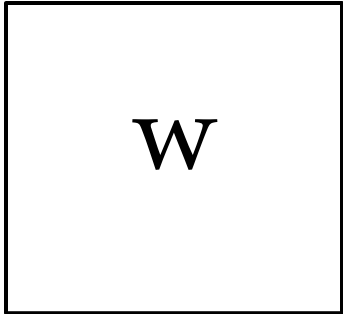
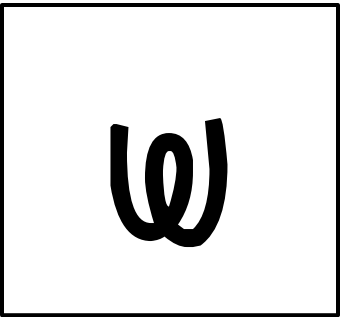
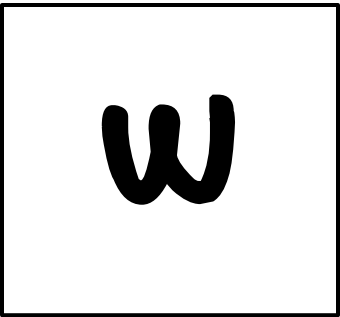
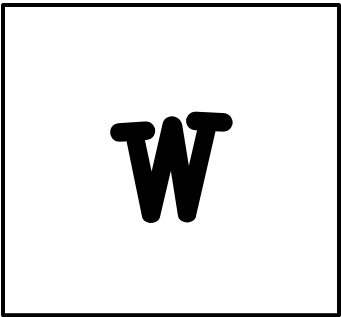
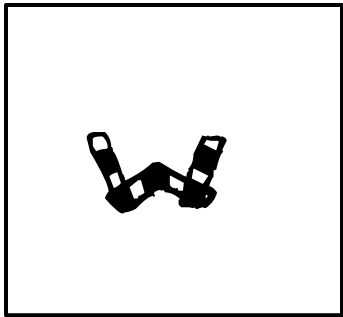
v

v

v

v

v



y

y

Y

Y

Y

y

y

y

y

y

z

z

z

Z

Z

Z

Z

Z

z

z

**both**



A Venn diagram consisting of two overlapping circles. The circles are drawn with thin black outlines and are empty. The word "both" is written in a bold, black, sans-serif font, positioned centrally above the intersection of the two circles.

# My Book of ABC's

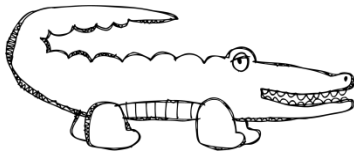
For the following book you can use it several different ways. 1. Make a copy of the book for each child and use it to focus on a different letter each day. Brainstorm a list of words that start with a and draw pictures or use the picture cards provided beginning on pages 67.

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

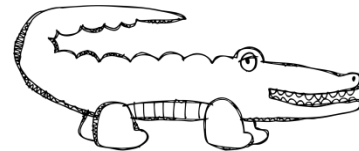
Aa



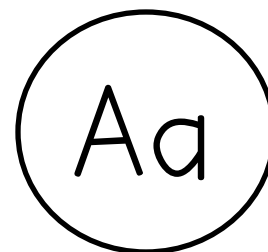
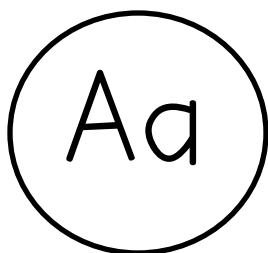
Name \_\_\_\_\_

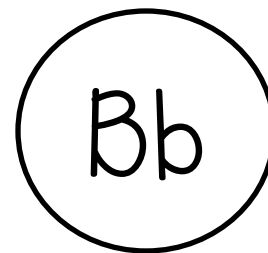
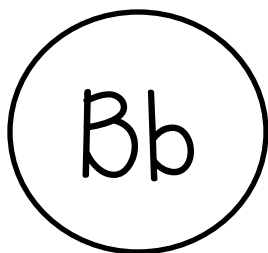
# My Book of ABC's

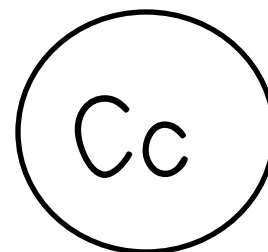
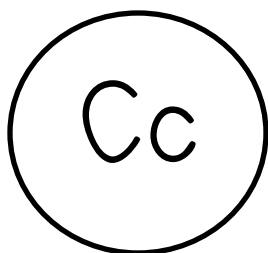
Aa

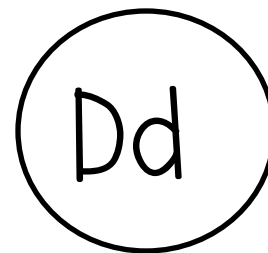
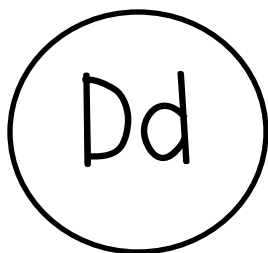


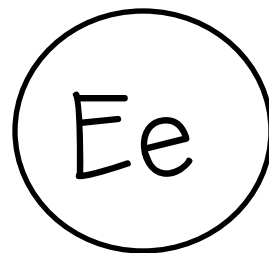
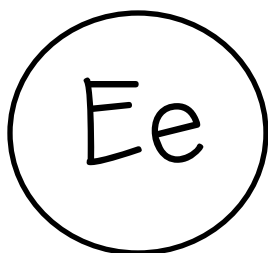
Name \_\_\_\_\_

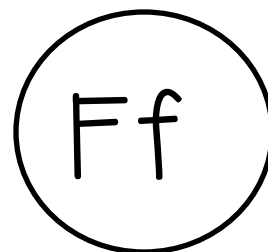
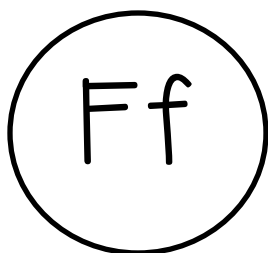


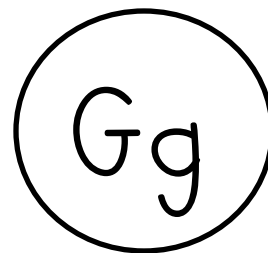
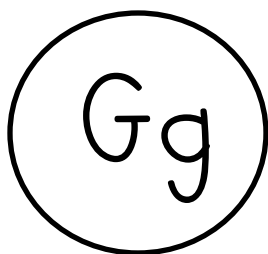




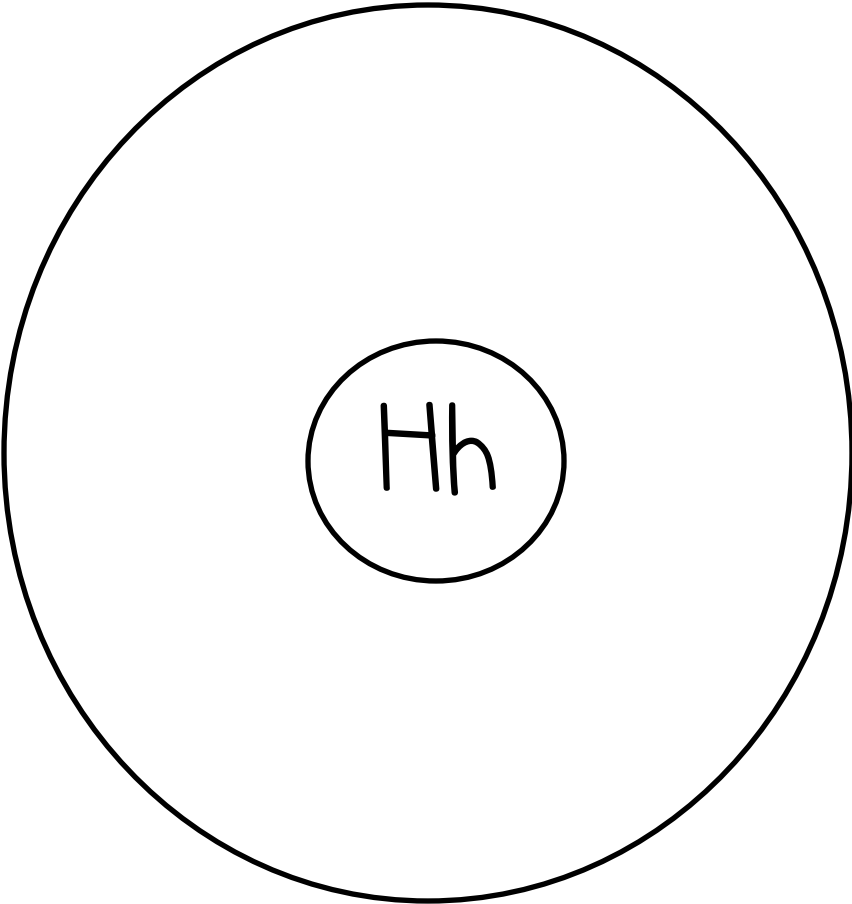




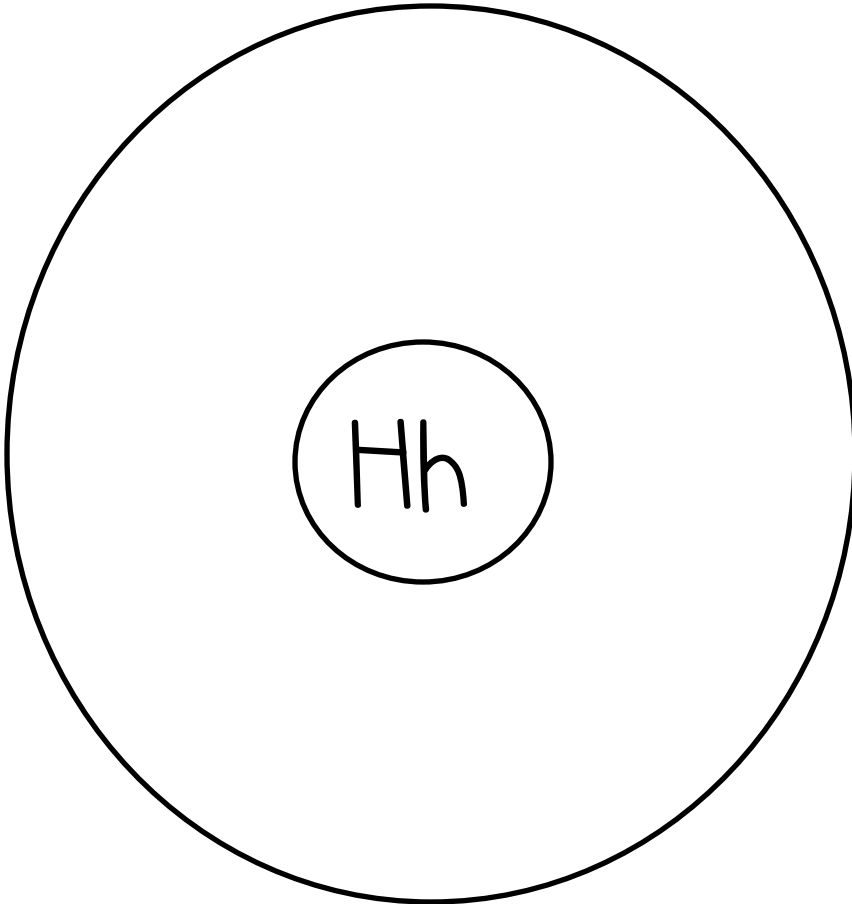




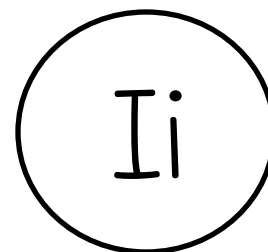
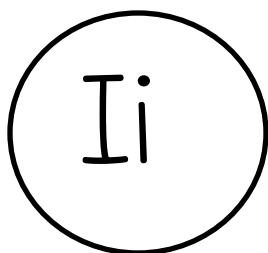


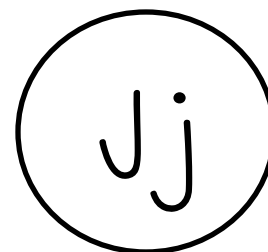
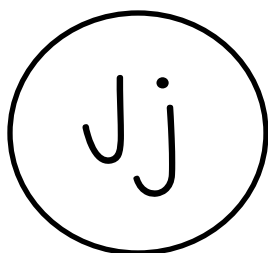


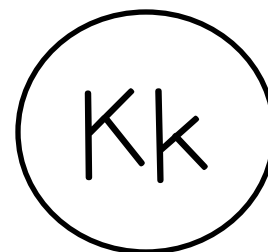
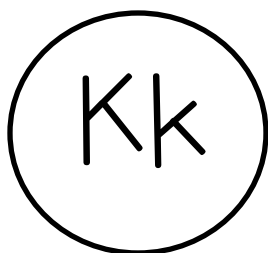
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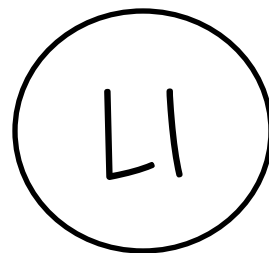
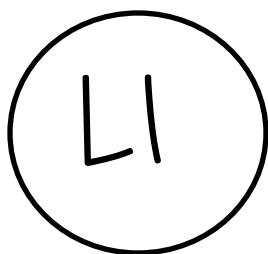


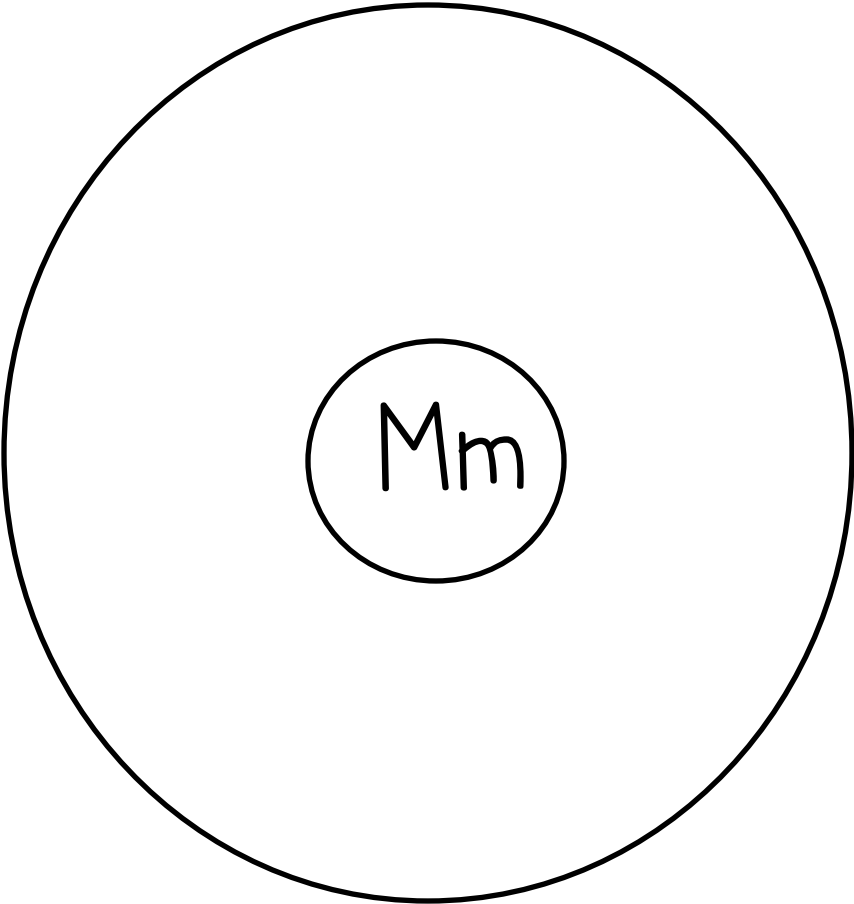
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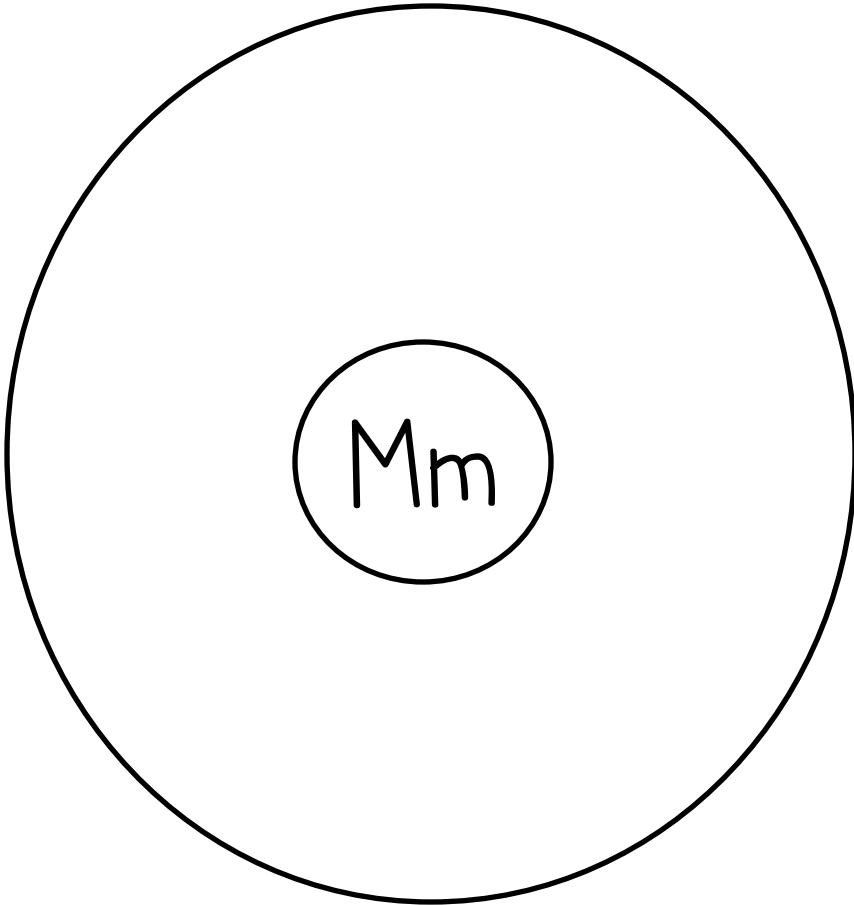




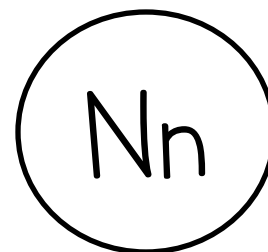
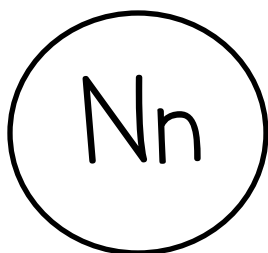


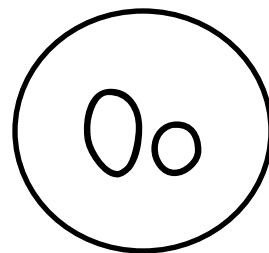
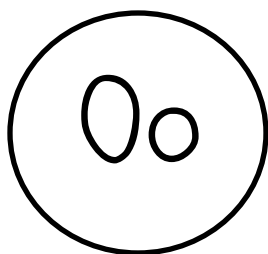


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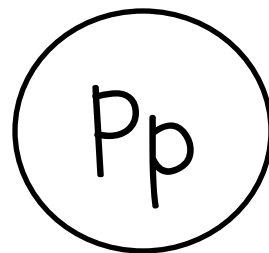
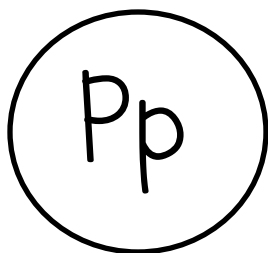


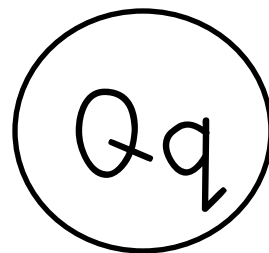
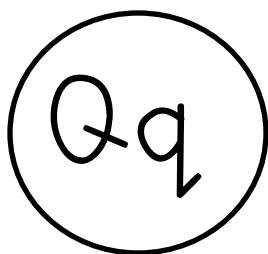
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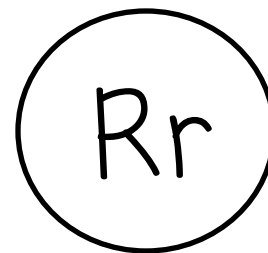
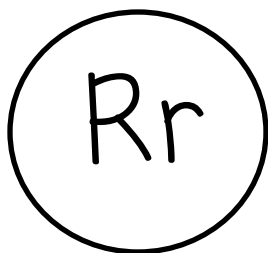


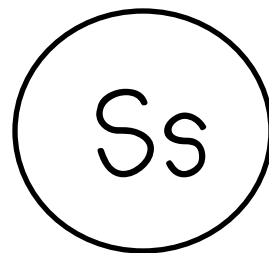
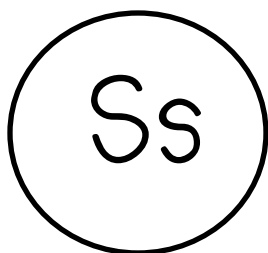


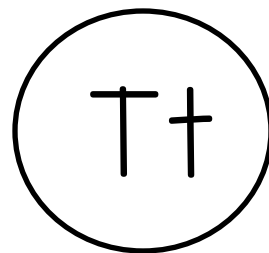
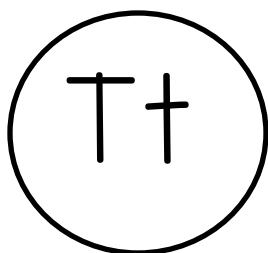


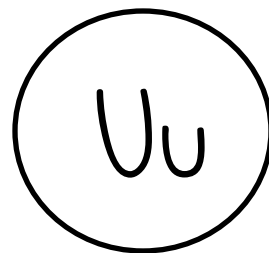
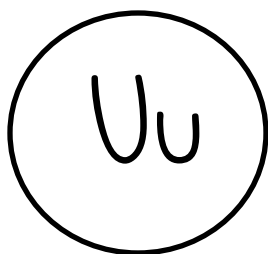


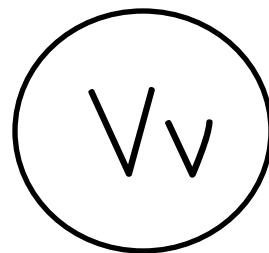
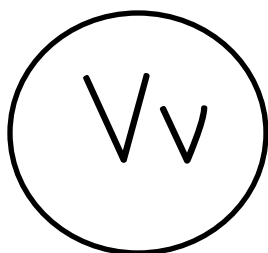


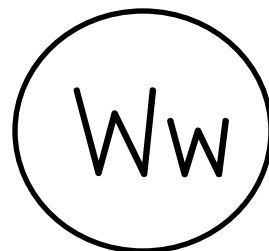
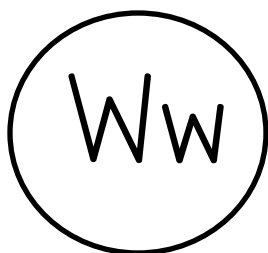




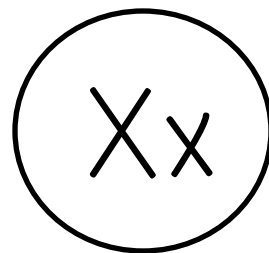
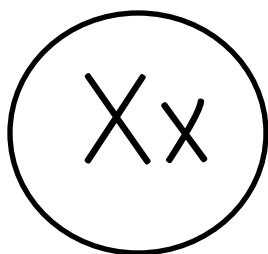


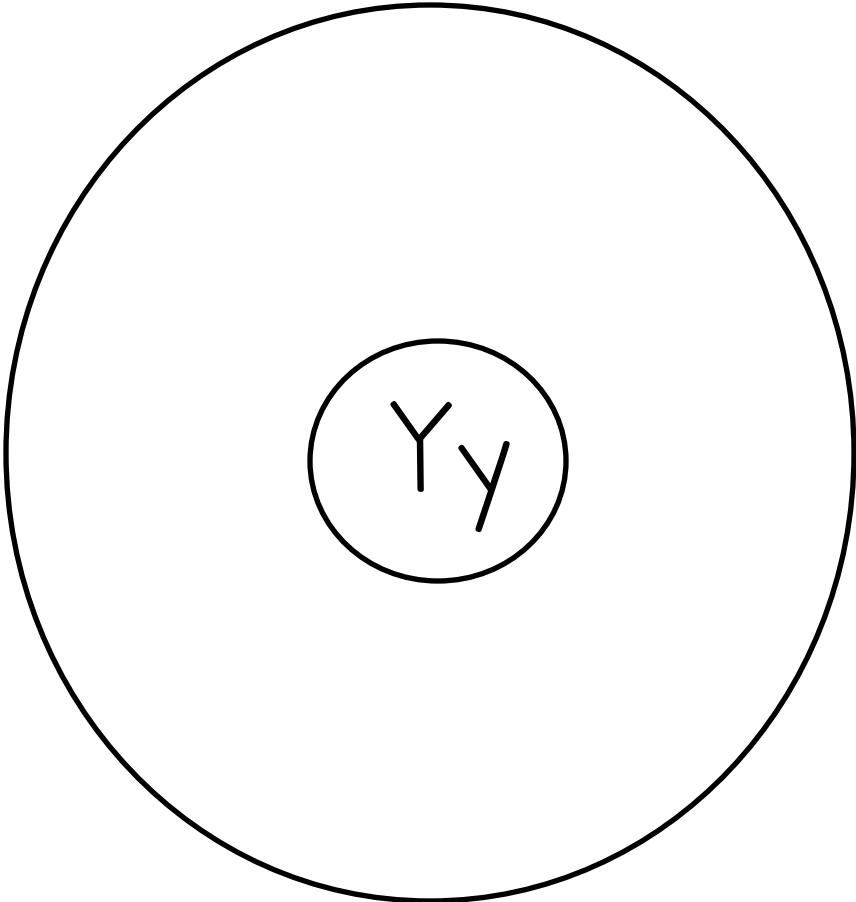




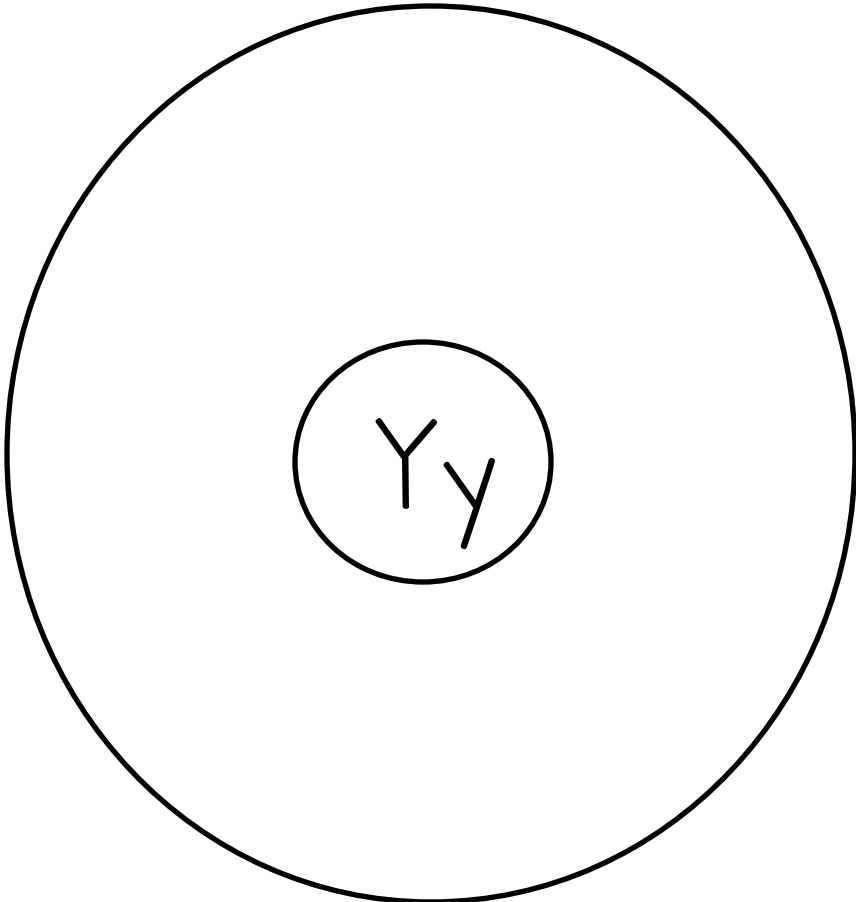




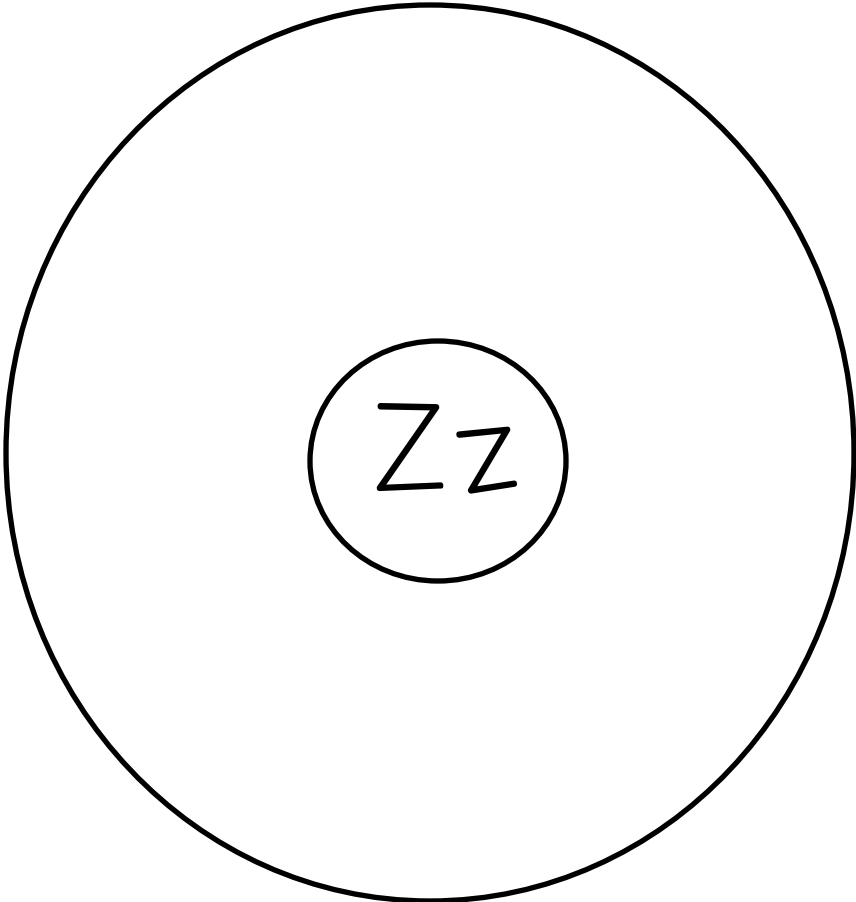




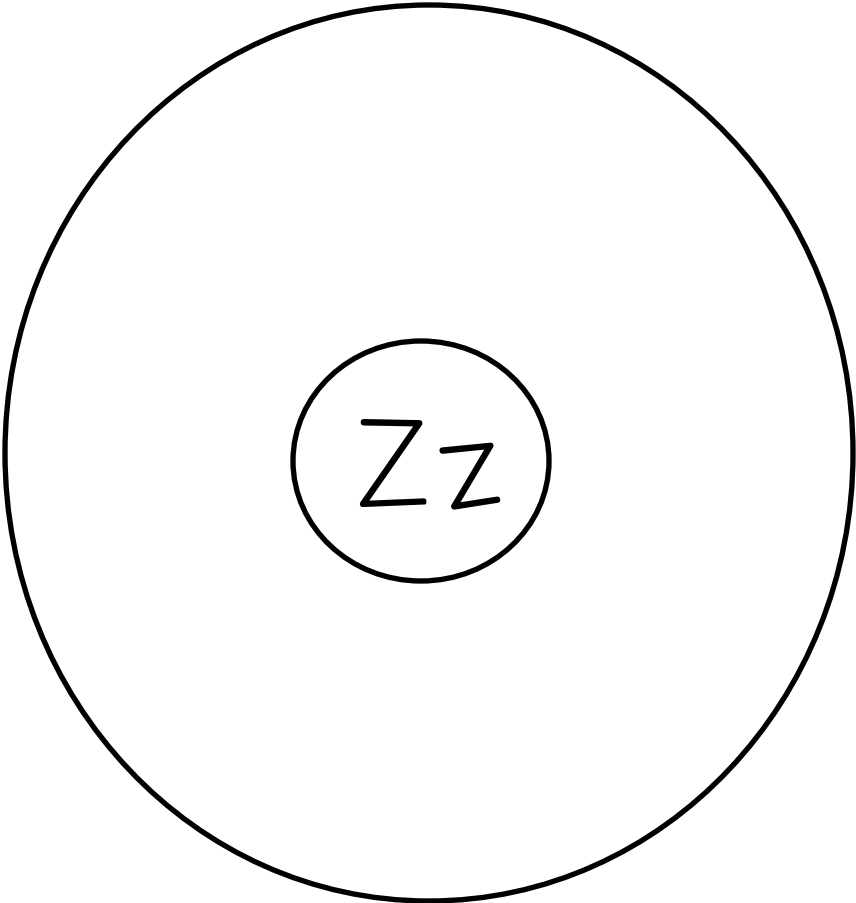
Yy



Yy

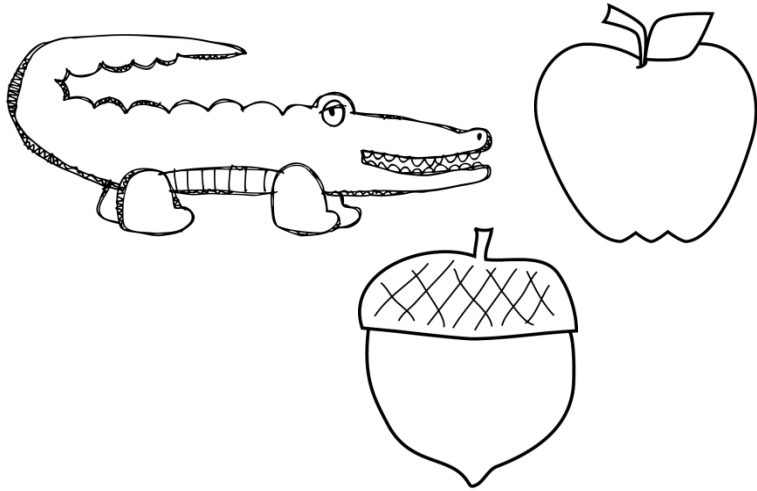


Zz

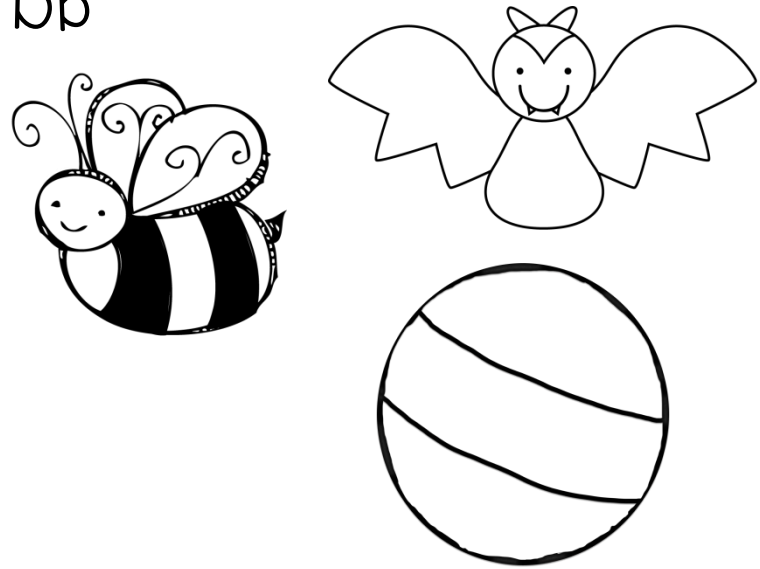


Zz

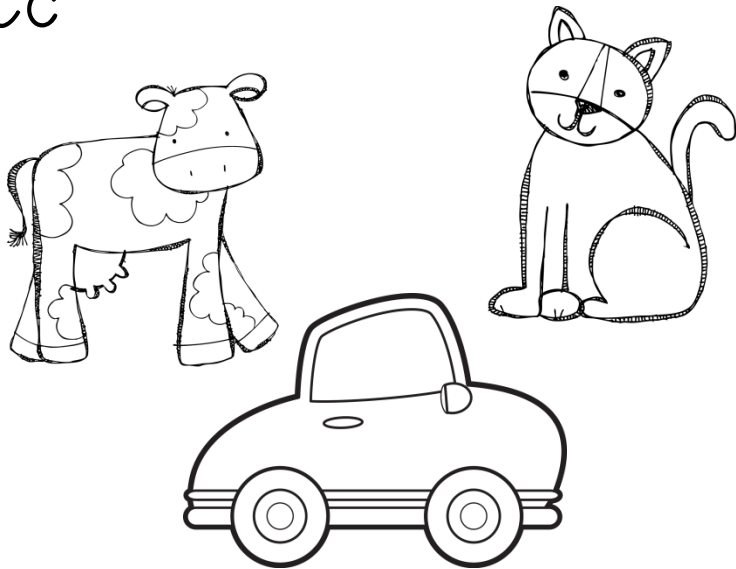
Aa



Bb



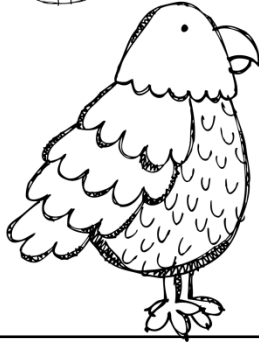
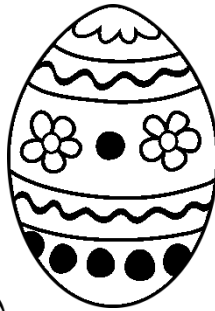
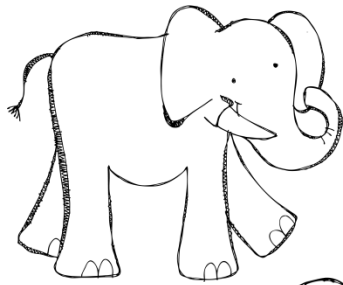
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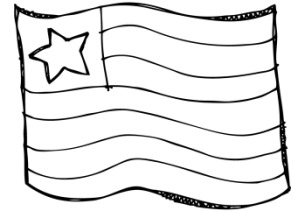
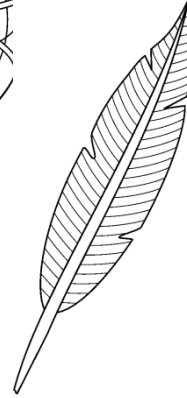
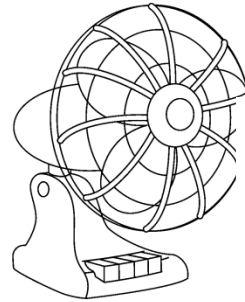
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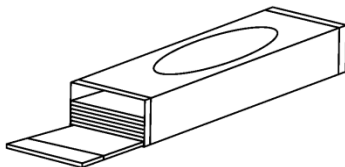
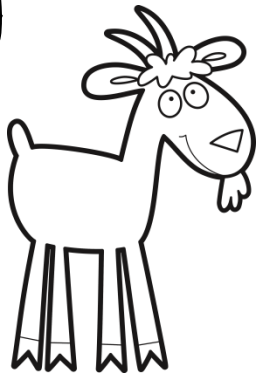
Ee



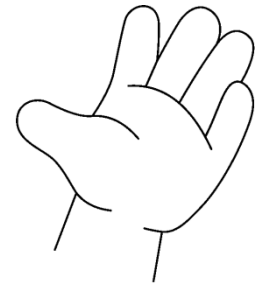
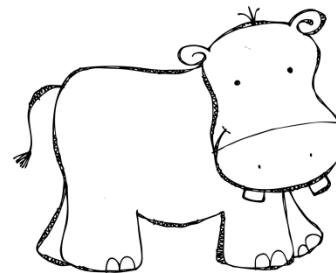
Ff



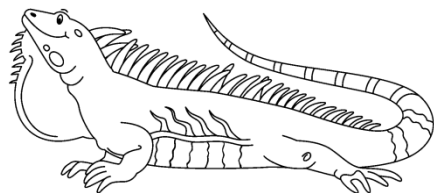
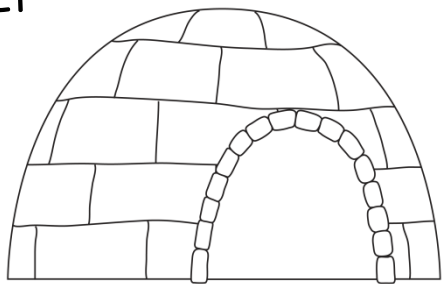
Gg



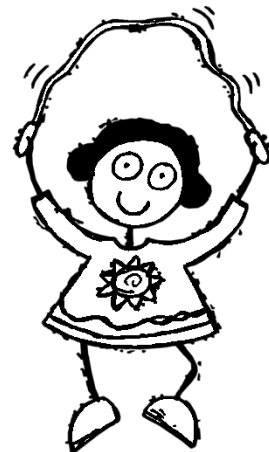
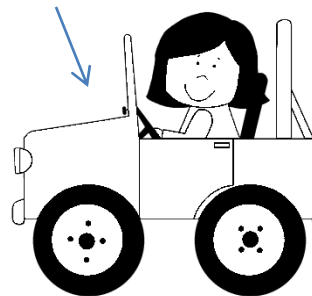
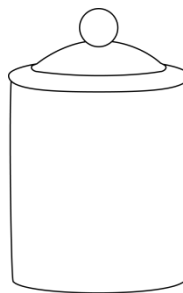
Hh



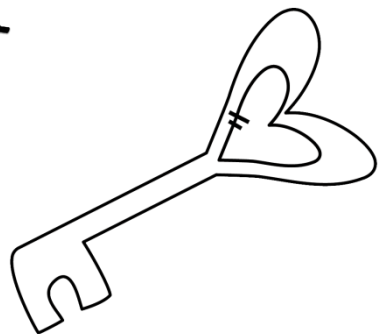
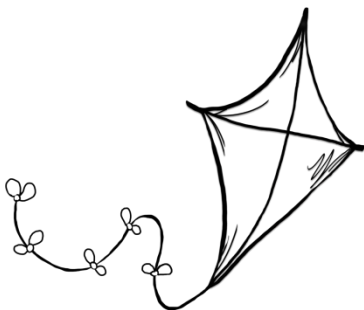
Ii



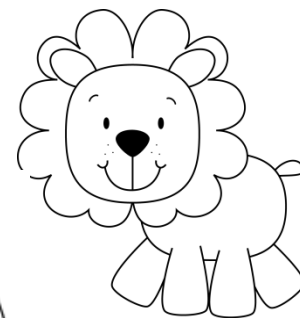
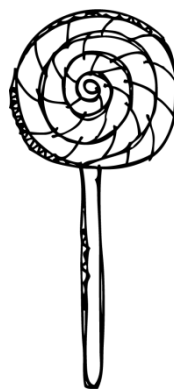
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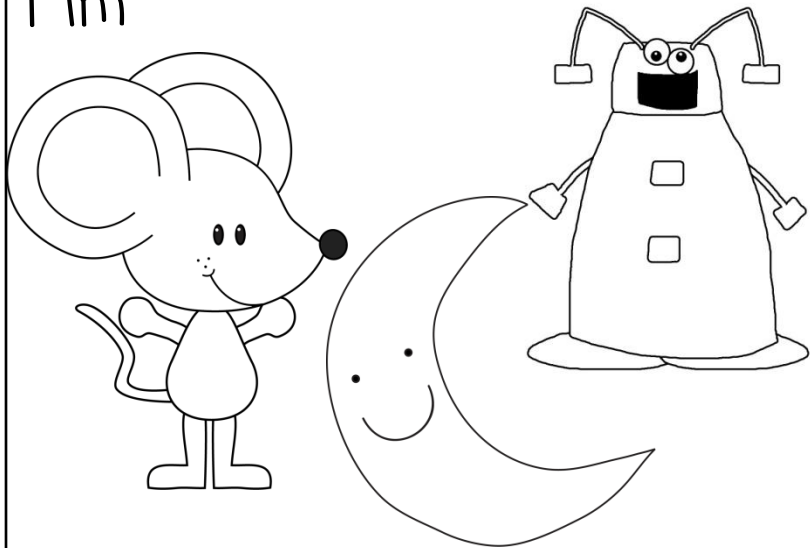
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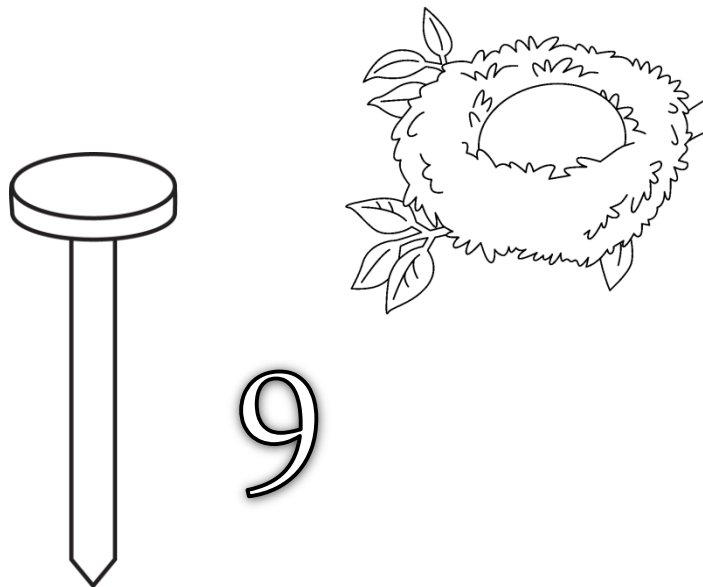
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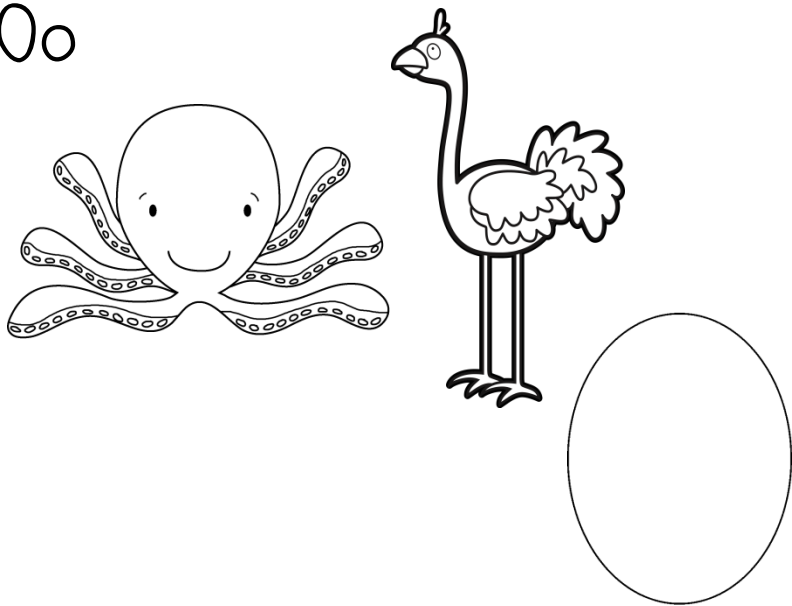
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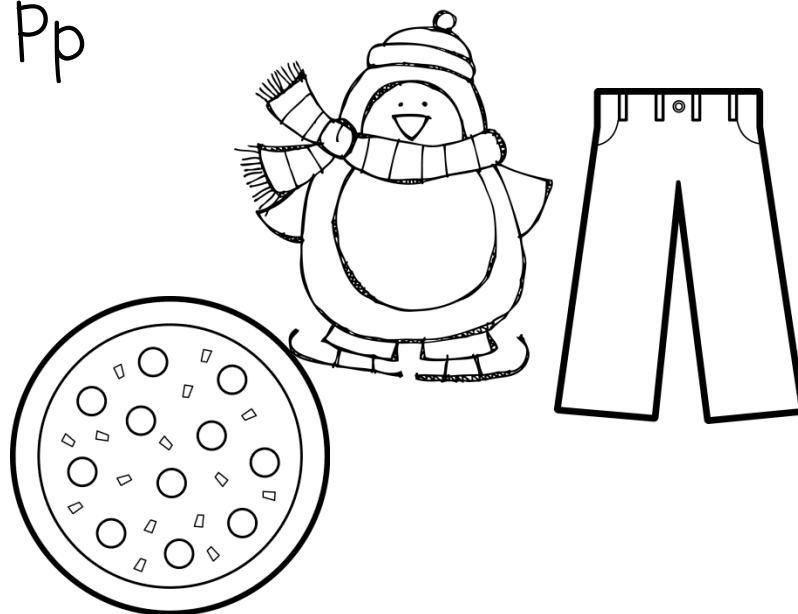
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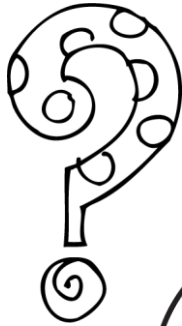
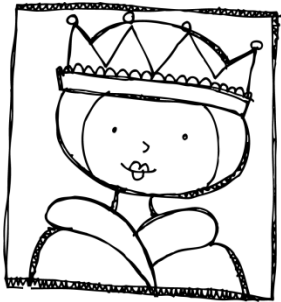
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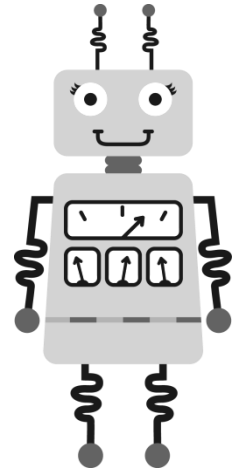
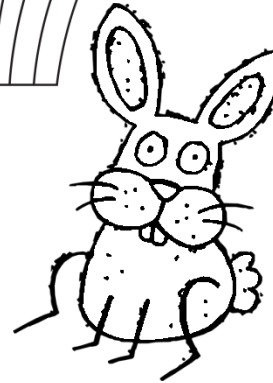
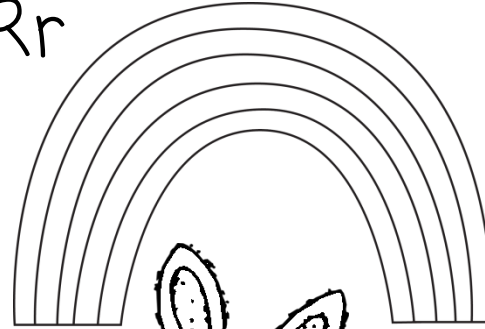
Pp



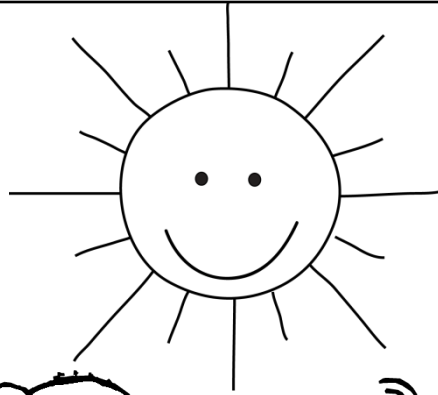
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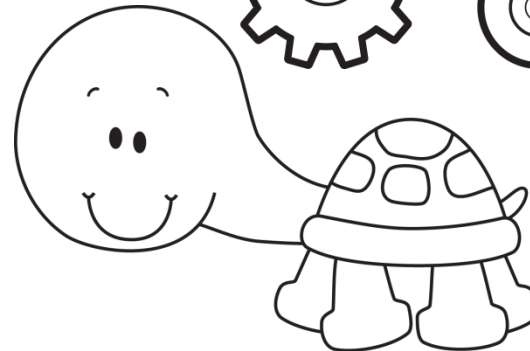
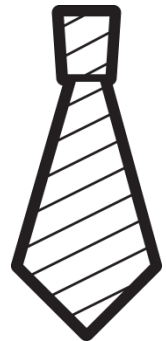
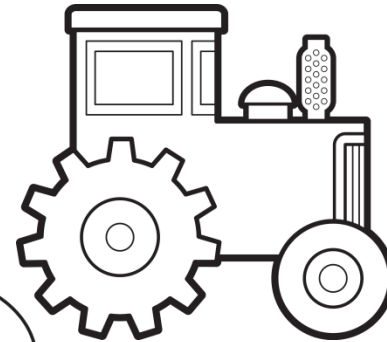
Rr



Ss

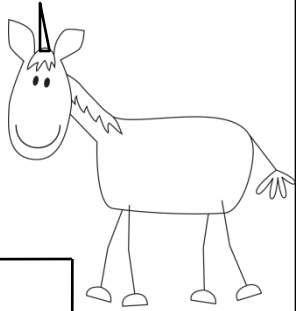
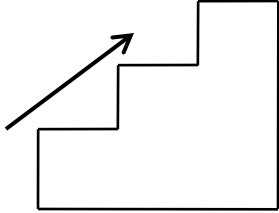


Tt

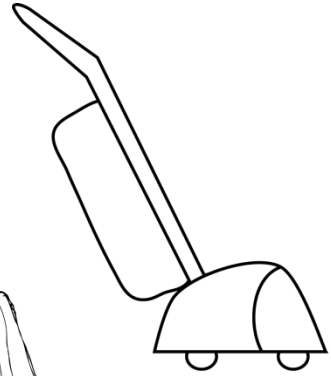
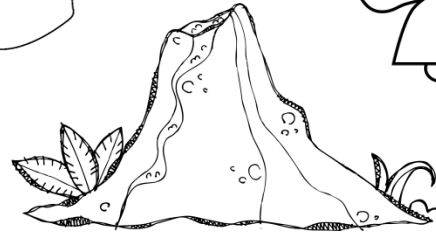
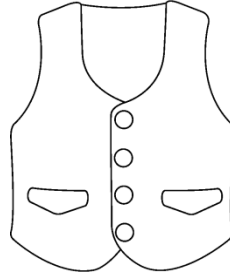




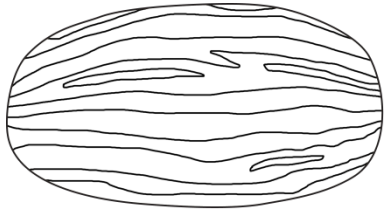
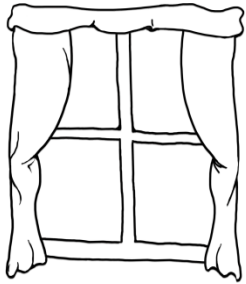
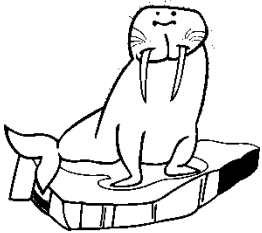
Uu



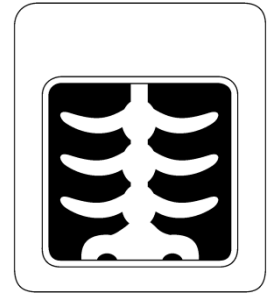
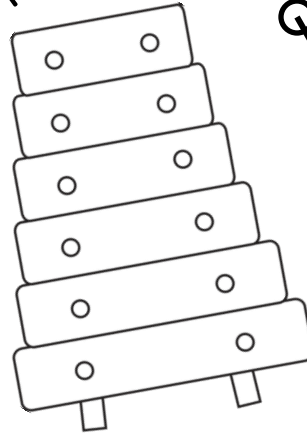
Vv



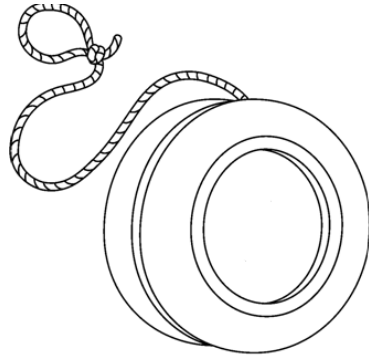
Ww



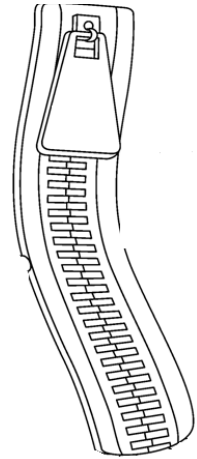
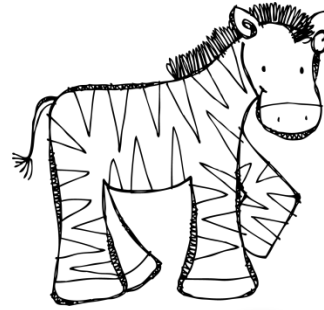
Xx



Yy



Zz



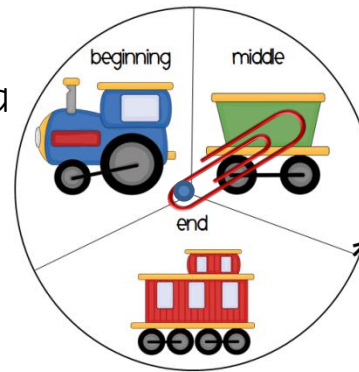
# MY BOOK OF ABC'S

Name \_\_\_\_\_

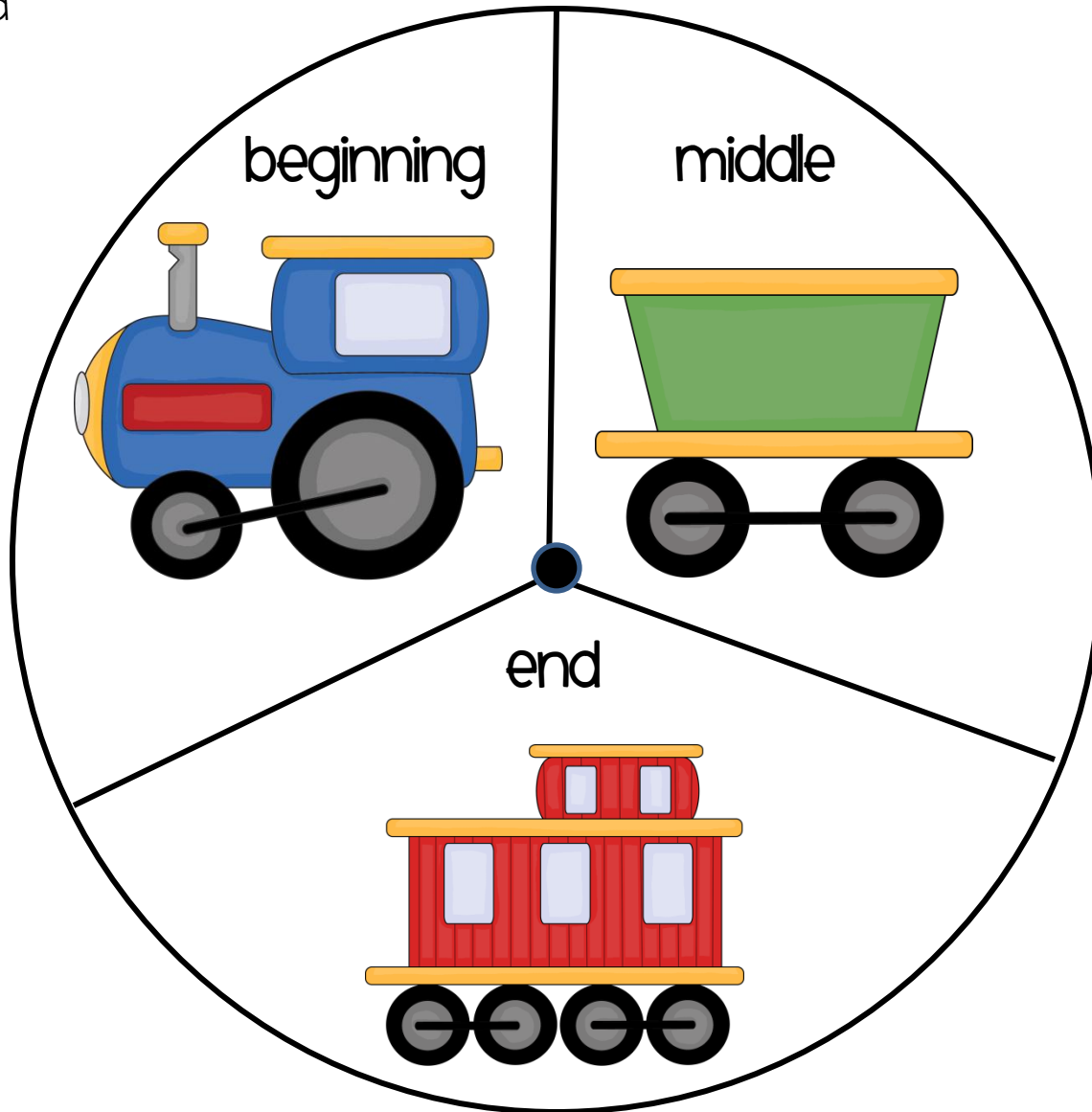
# Where's the sound?

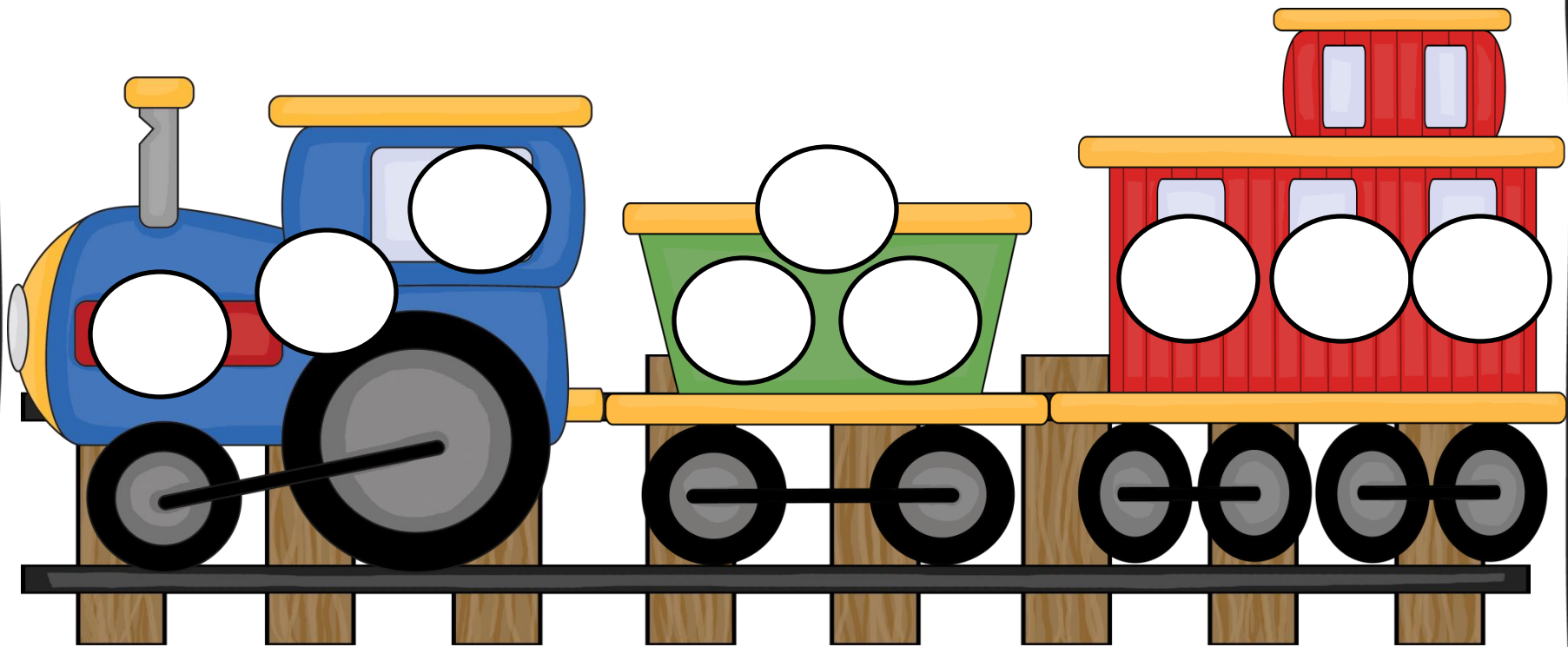
To play:

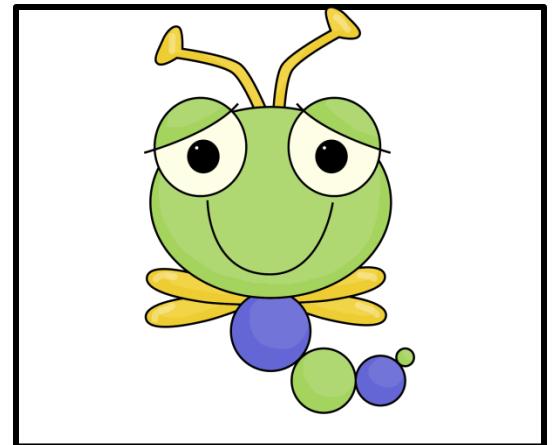
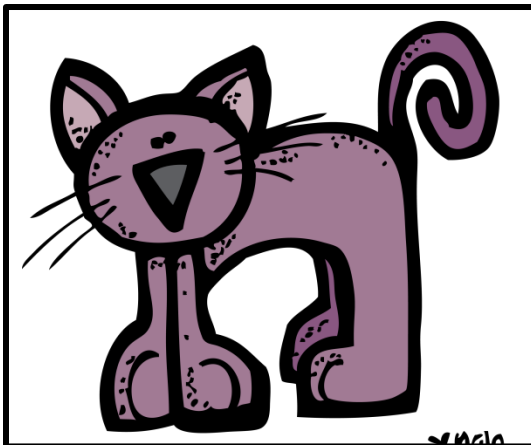
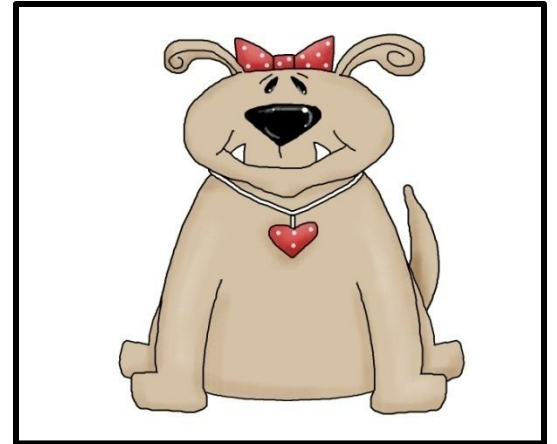
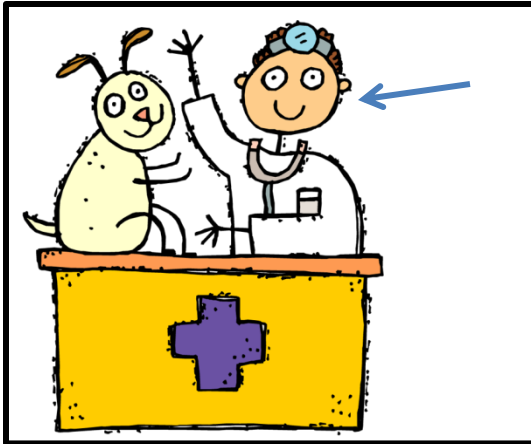
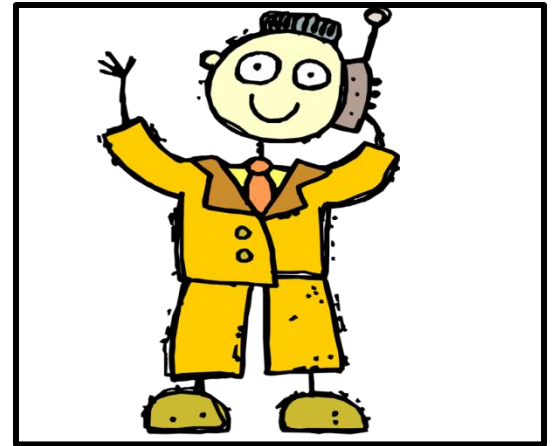
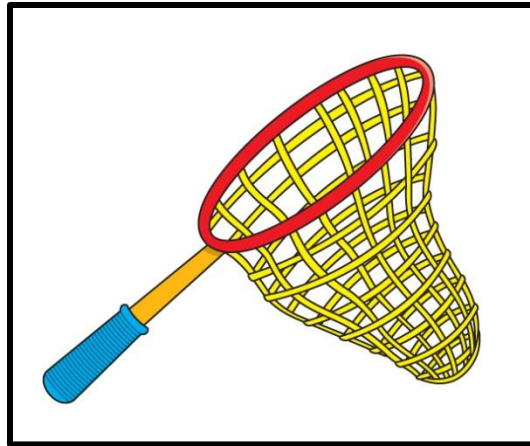
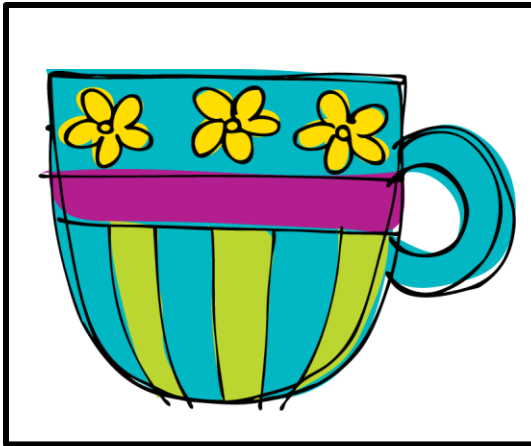
Pull a card from the bag and say the name of the picture. Spin the spinner and name the beginning, middle or ending **sound**. Cover a space on your train if you are correct.



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







mug

net

man

vet

hat

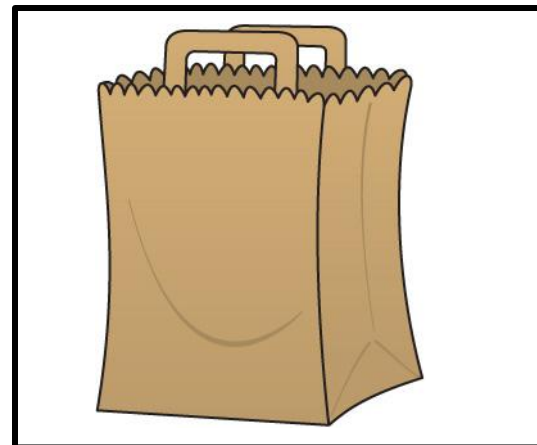
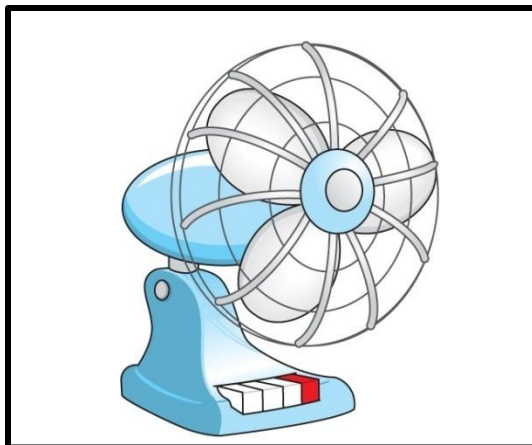
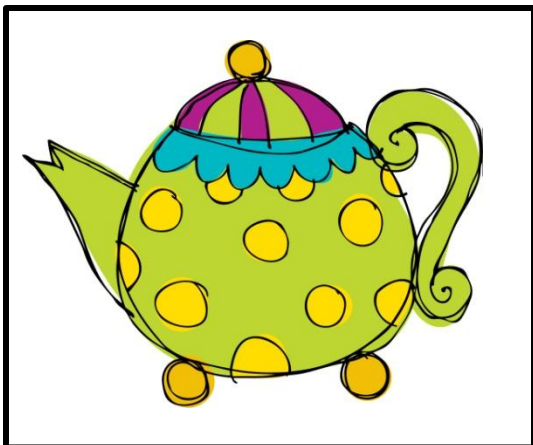
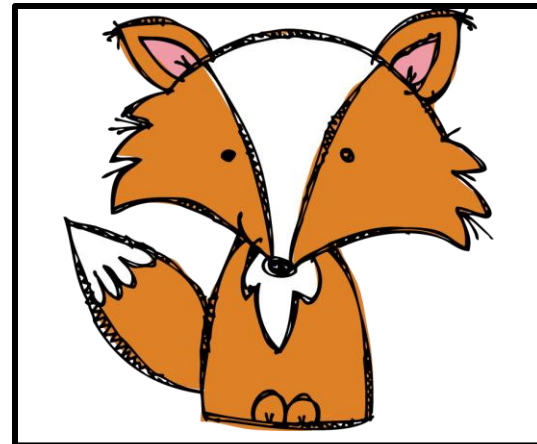
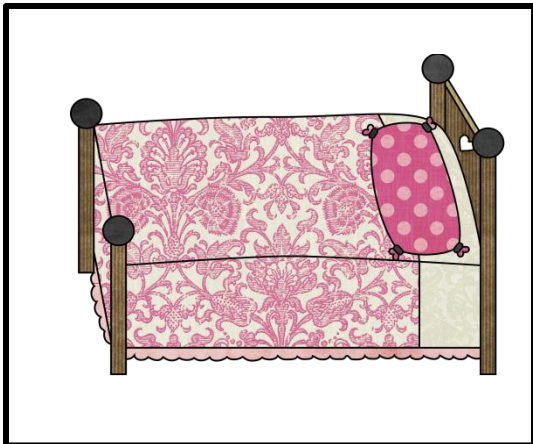
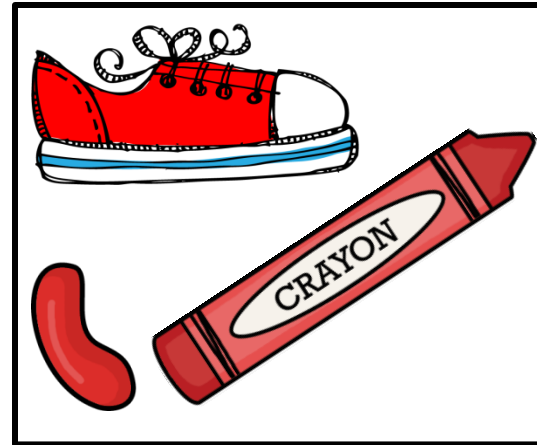
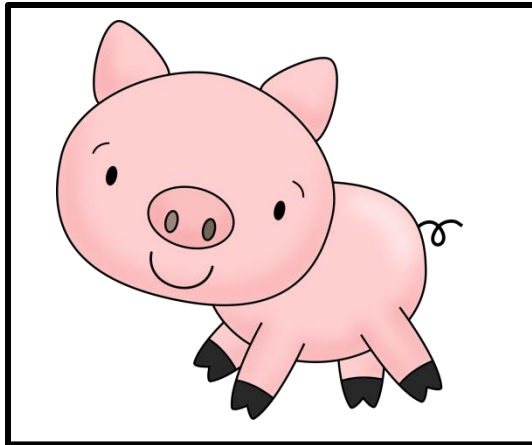
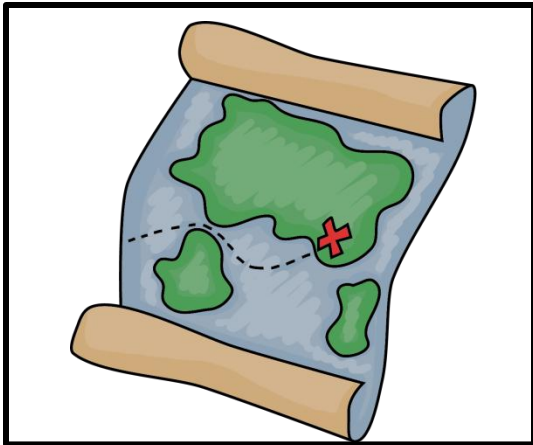
dog

cat

cop

bug







map

pig

red

bed

rat

fox

pot

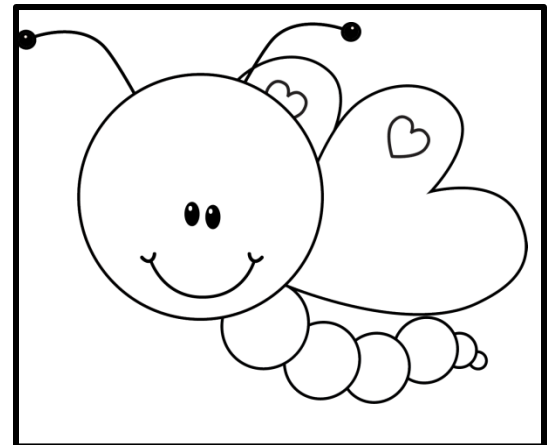
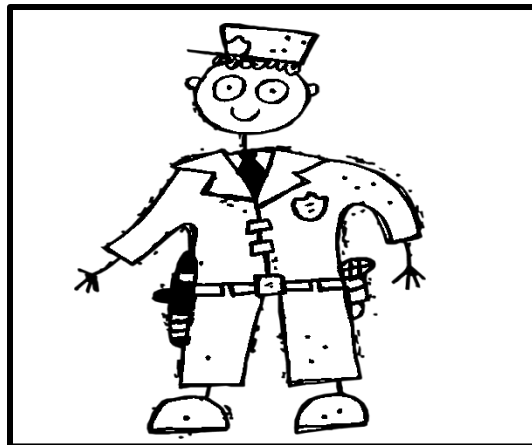
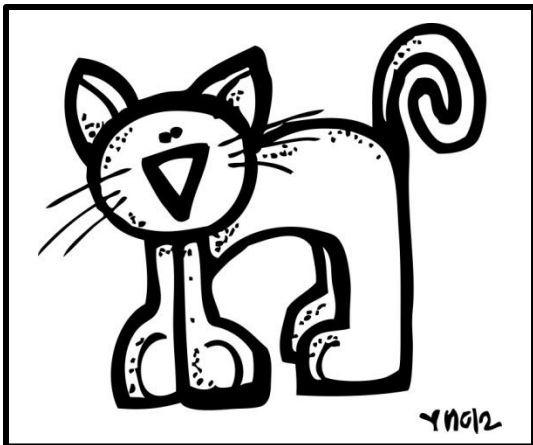
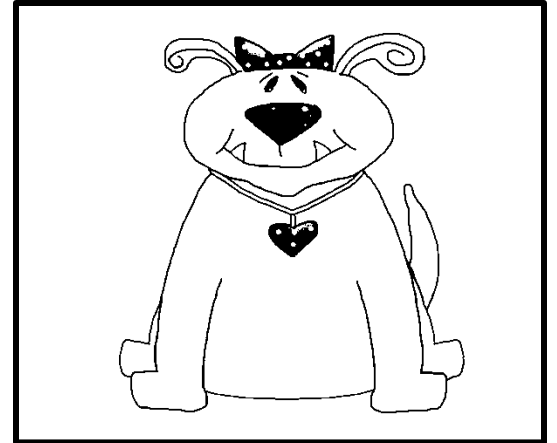
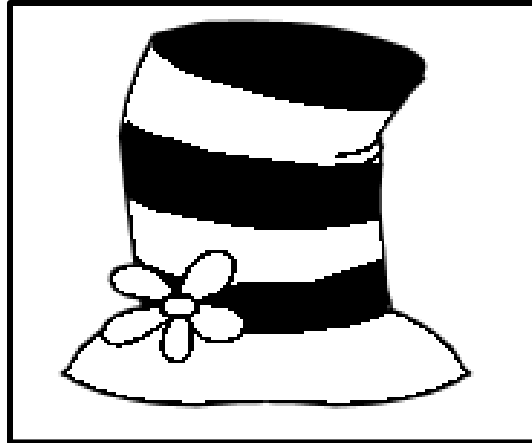
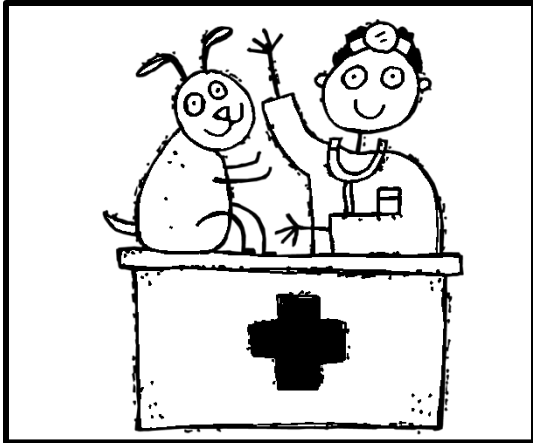
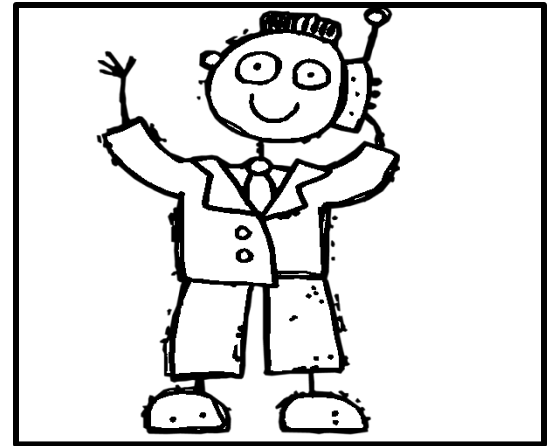
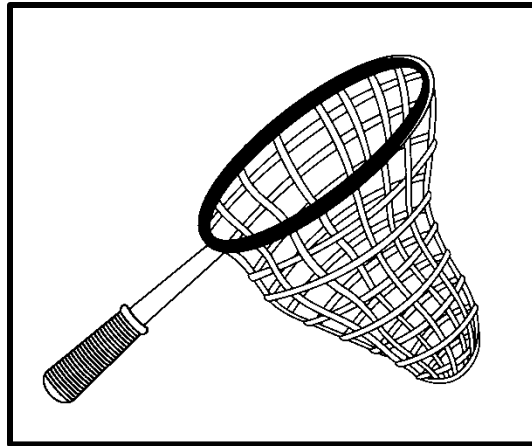
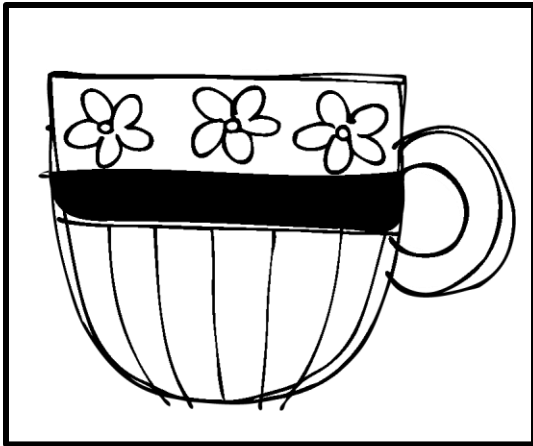
fan

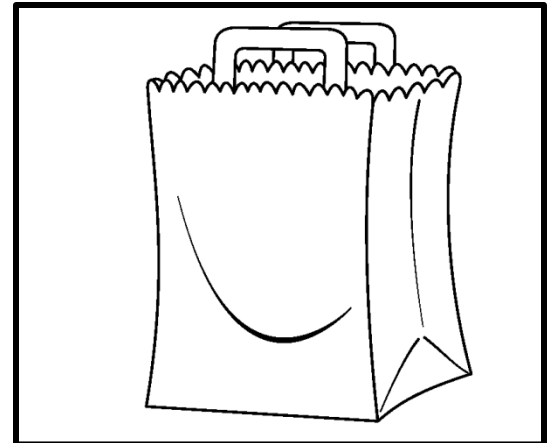
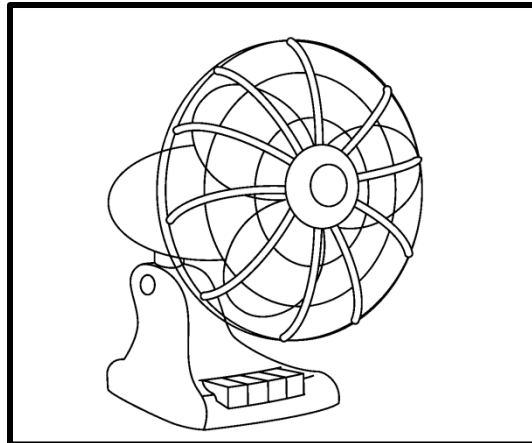
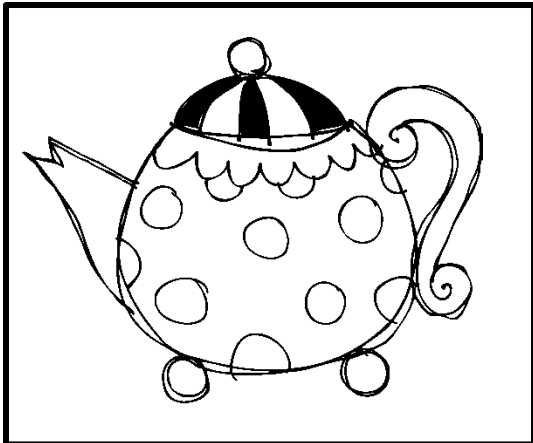
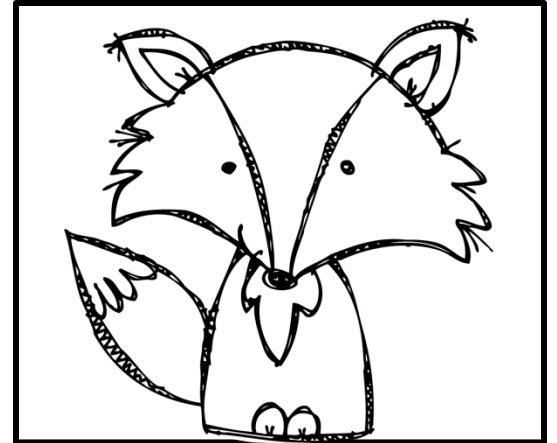
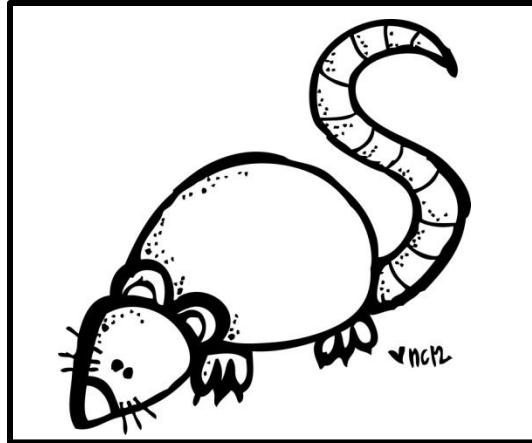
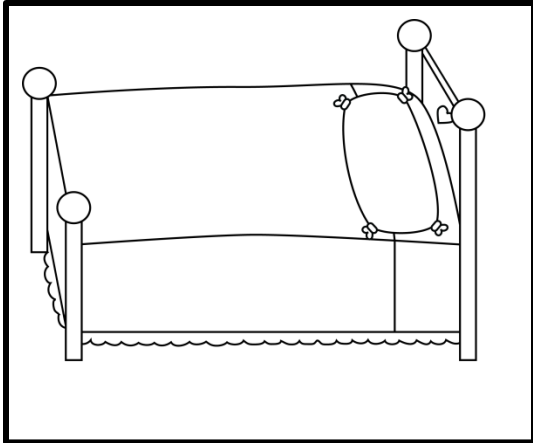
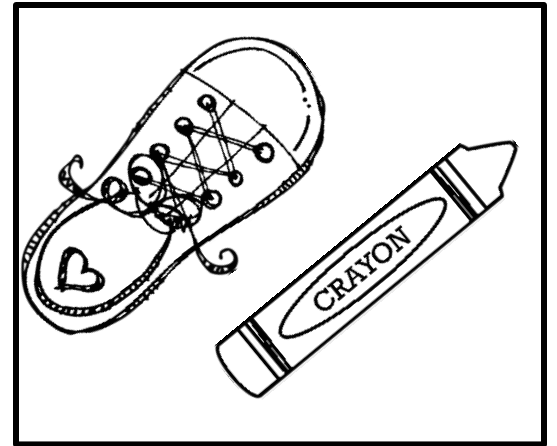
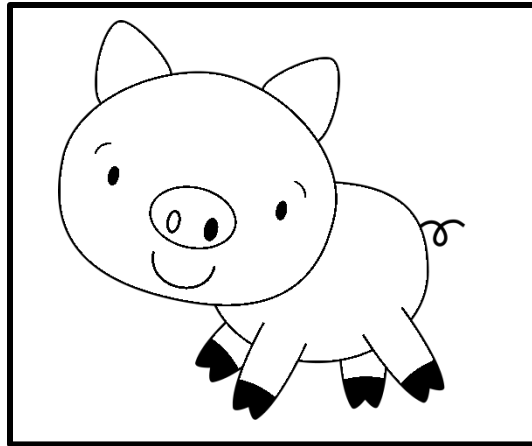
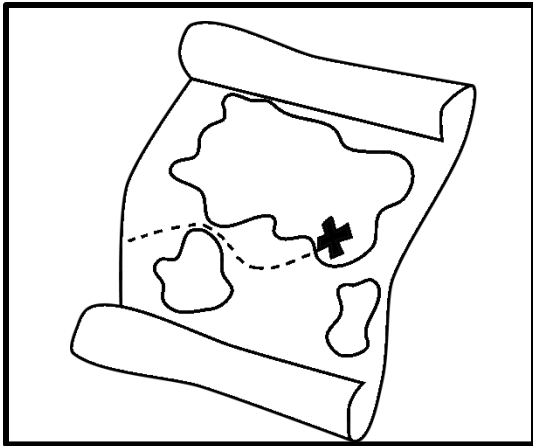
bag

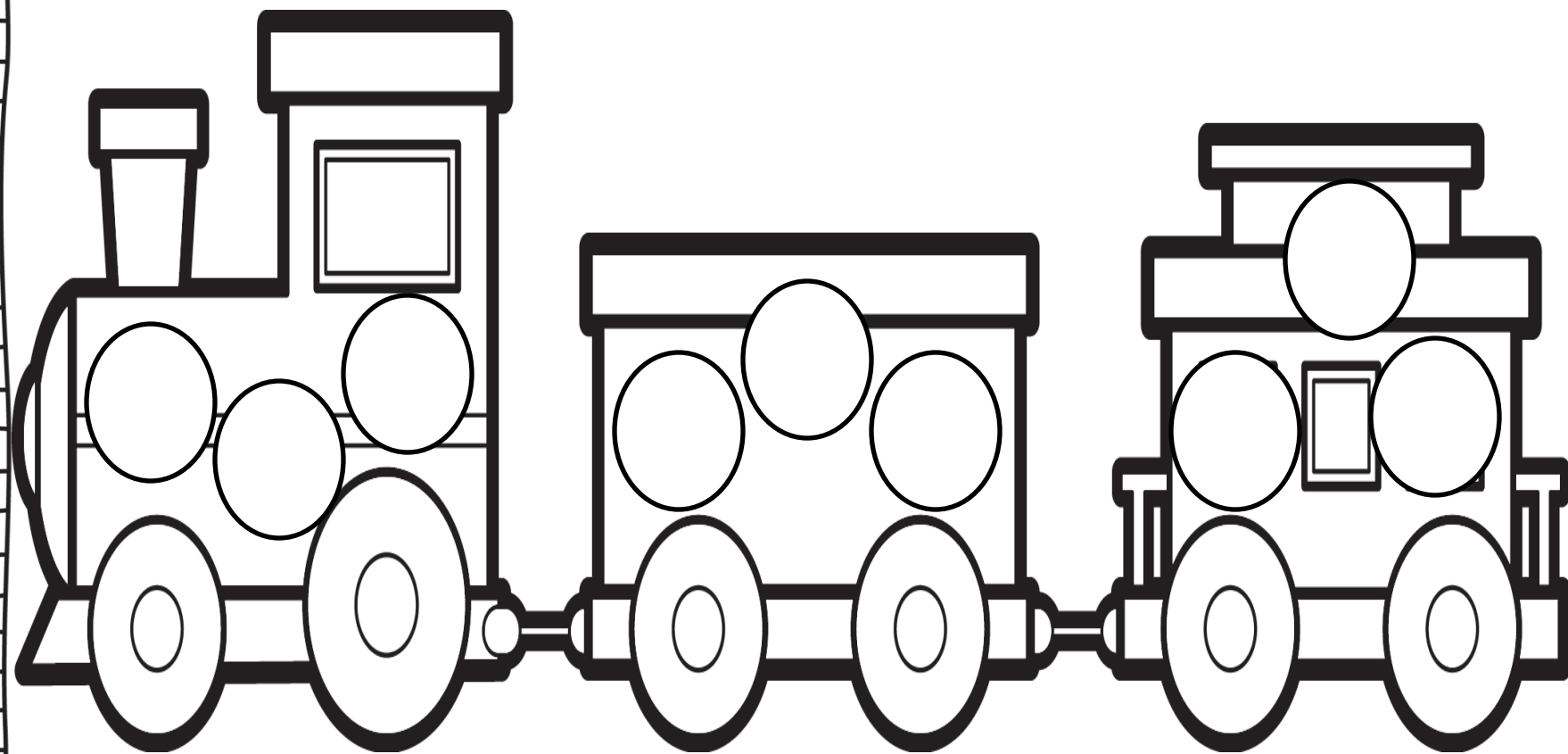
Note to teacher: When using this game remember that it is a phonemic awareness game. Therefore, the students should say the sound rather than the letter.

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.

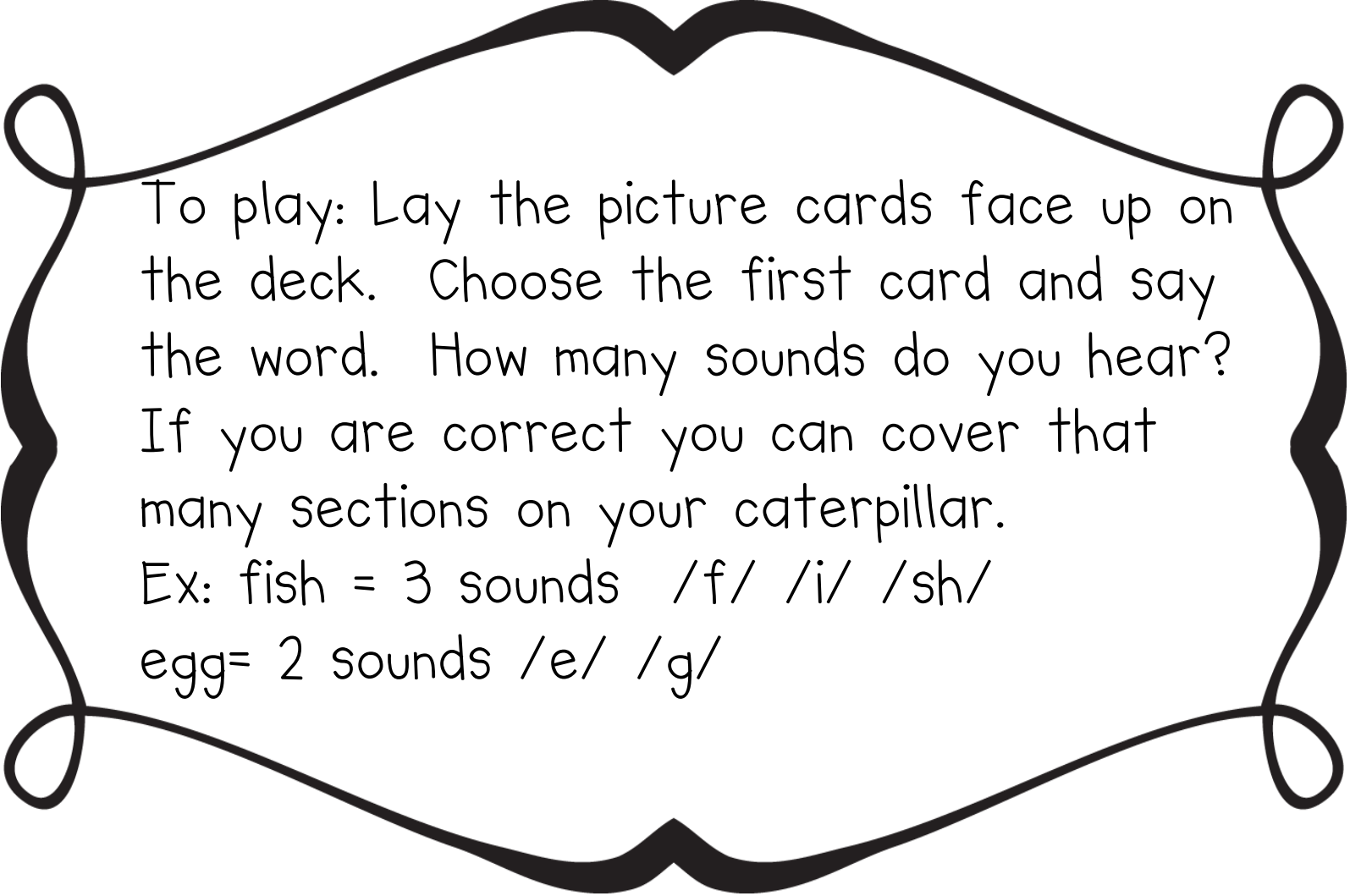






# sound-a-Pillar



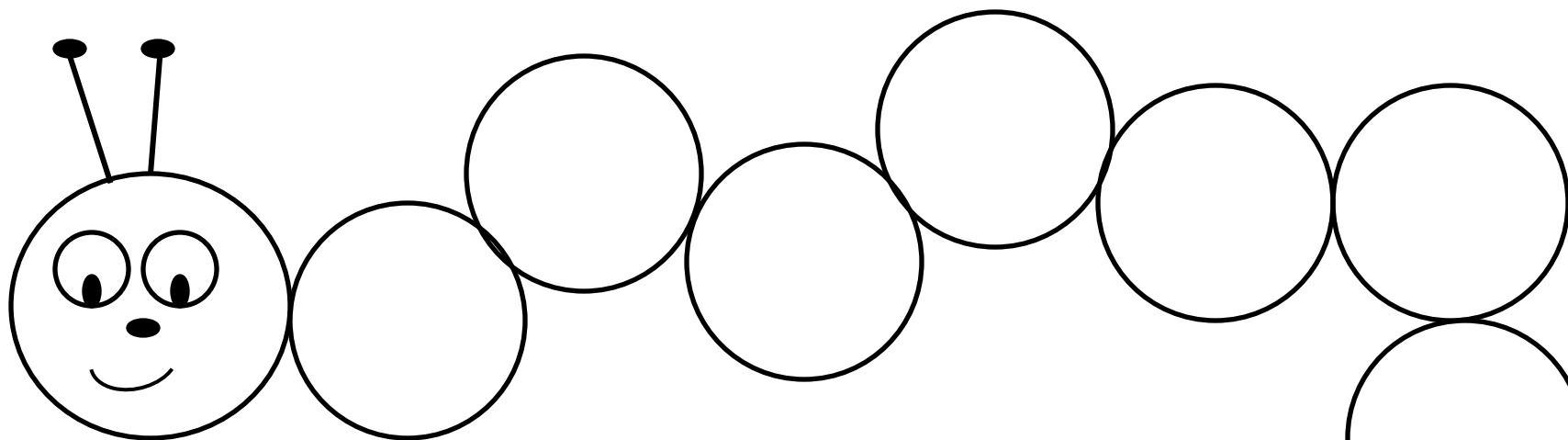


To play: Lay the picture cards face up on the deck. Choose the first card and say the word. How many sounds do you hear? If you are correct you can cover that many sections on your caterpillar.

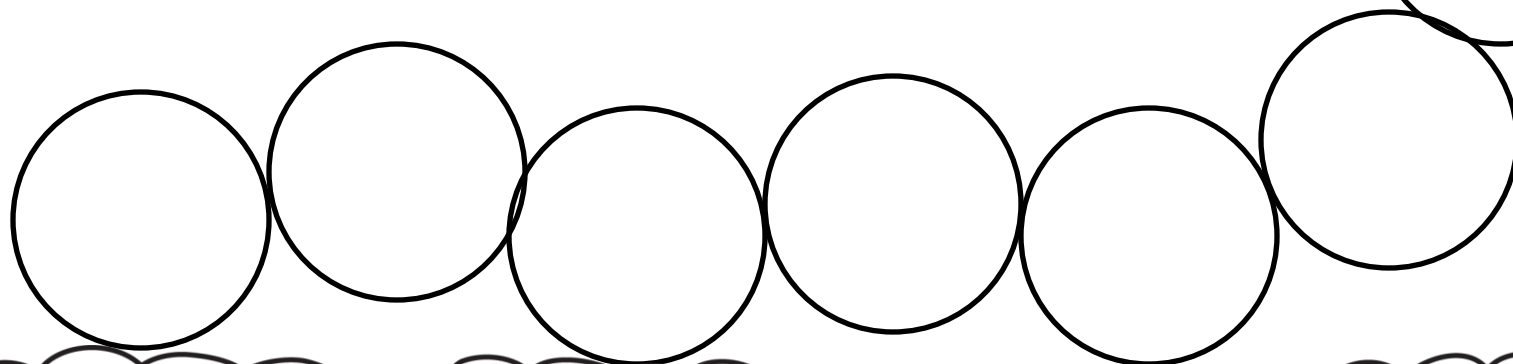
Ex: fish = 3 sounds /f/ /i/ /sh/

egg= 2 sounds /e/ /g/

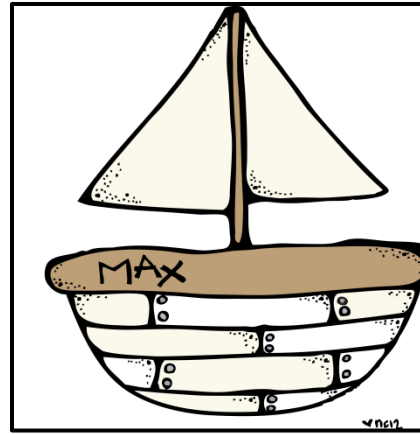
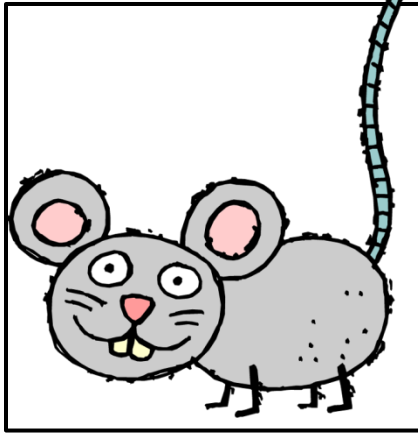
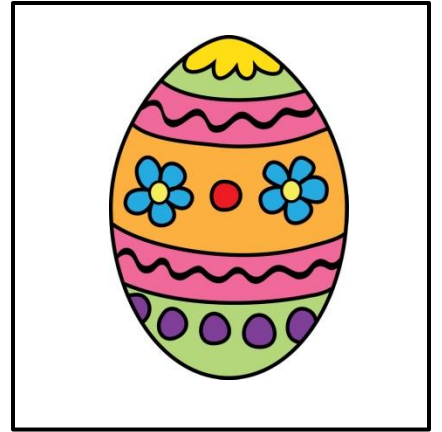
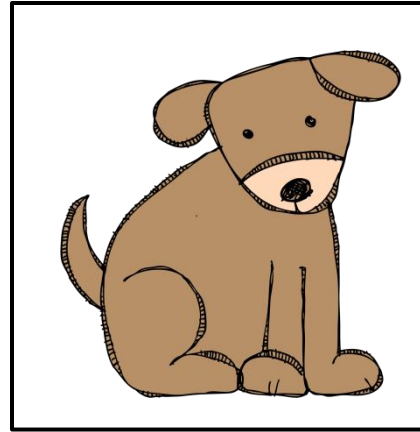
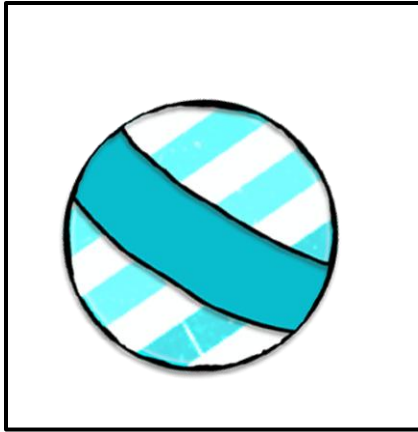
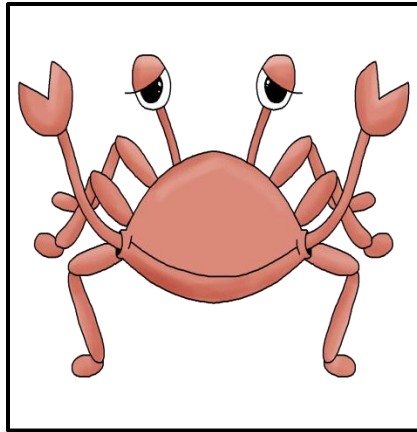
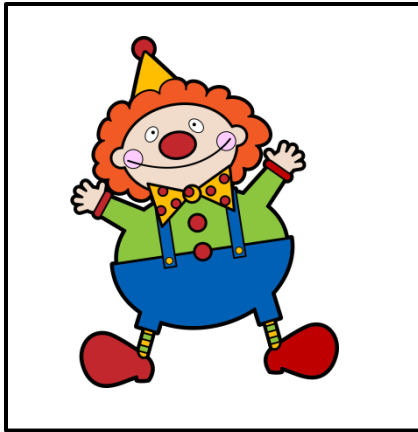
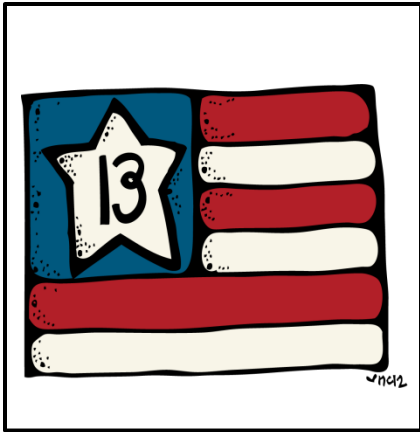
Note to teacher: glue the answers to the back of the cards to make them self checking.

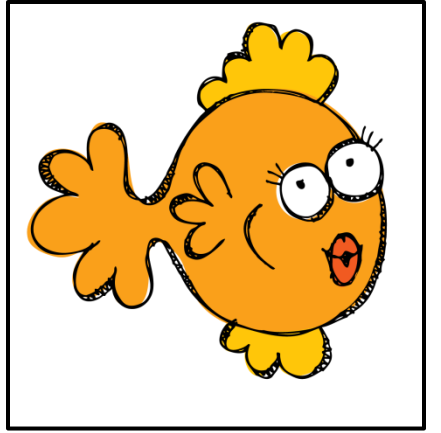
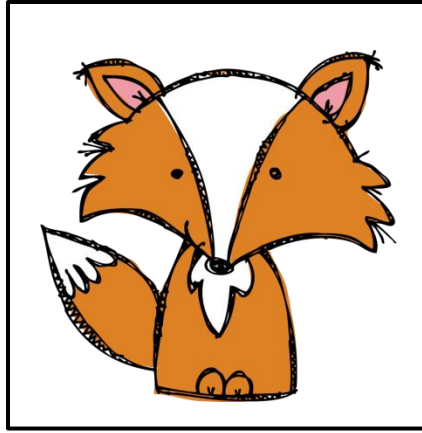
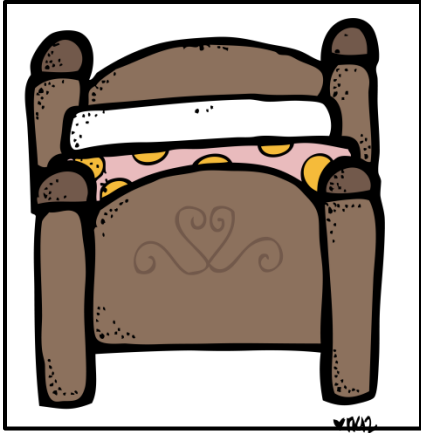
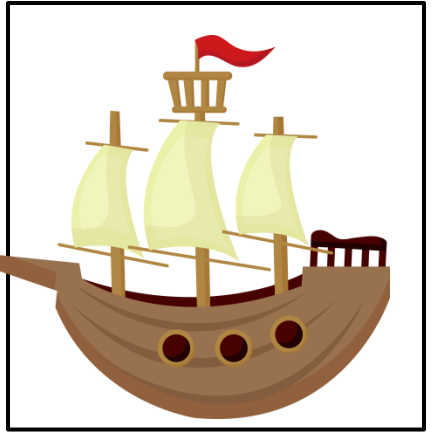
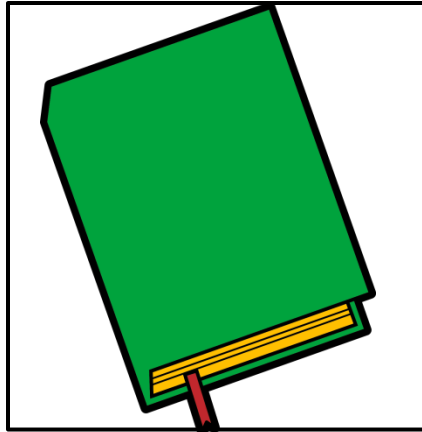
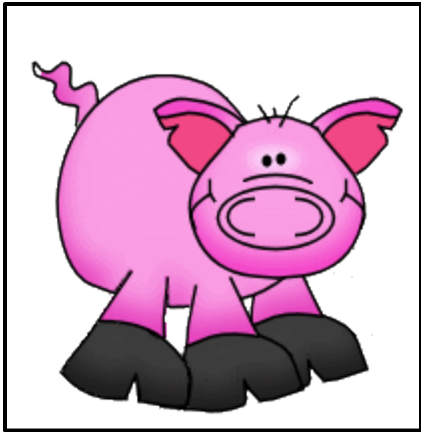
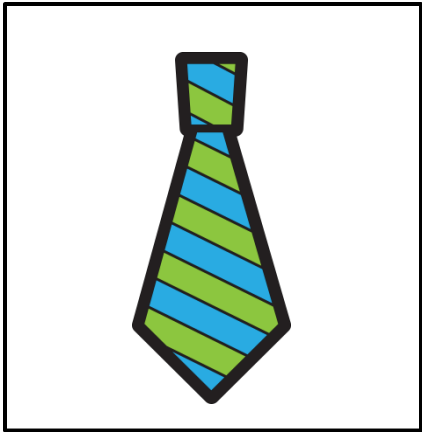


SOUND-a-Pillar









flag

4

clown

4

crab

4

bus

3

dolll

3

balll

3

dog

3

eggg

2

house

3

mous

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

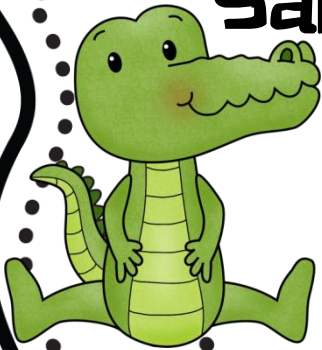
3

Find someone who...

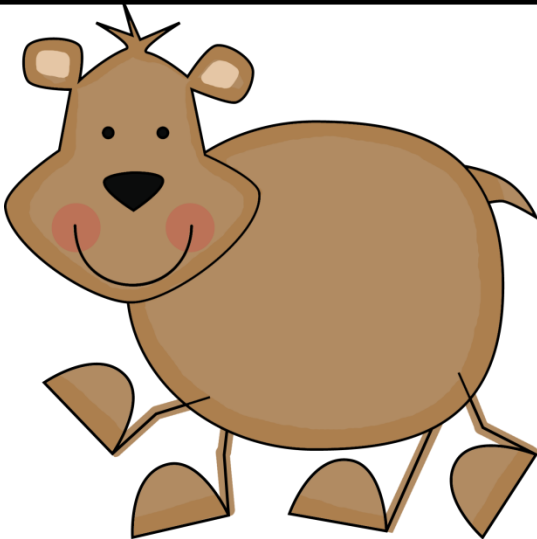
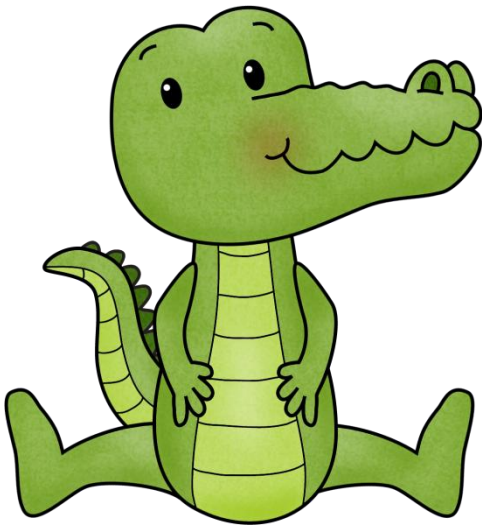
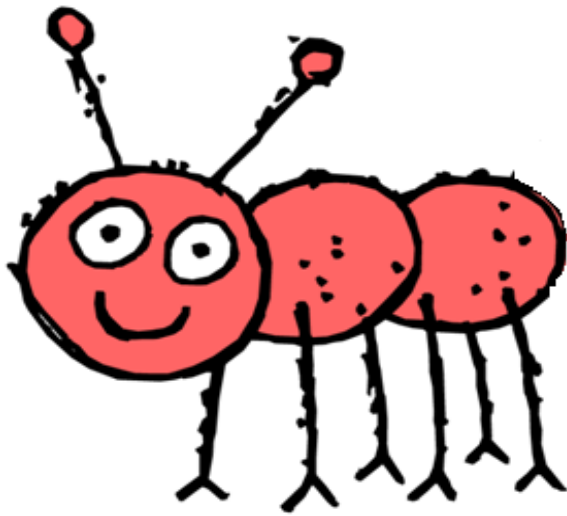


Matches YOU!

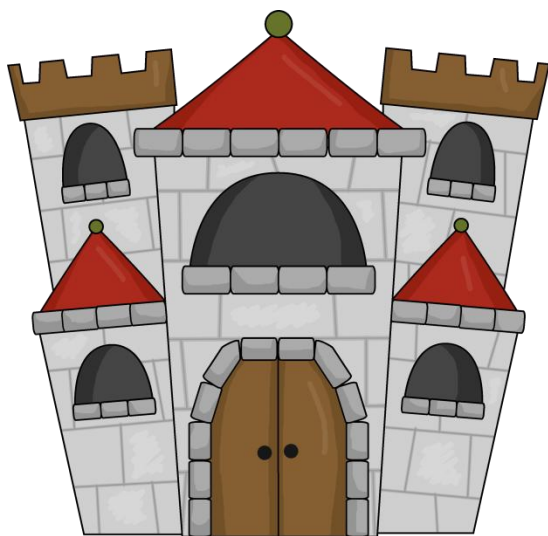
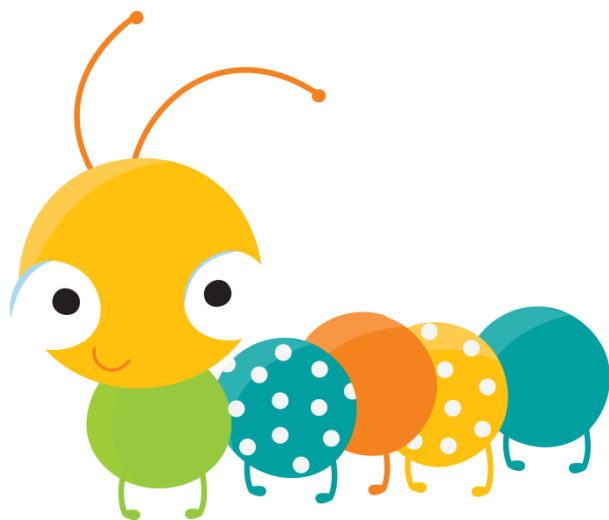
**Find someone  
whose picture  
starts with the  
same sound as  
yours.**



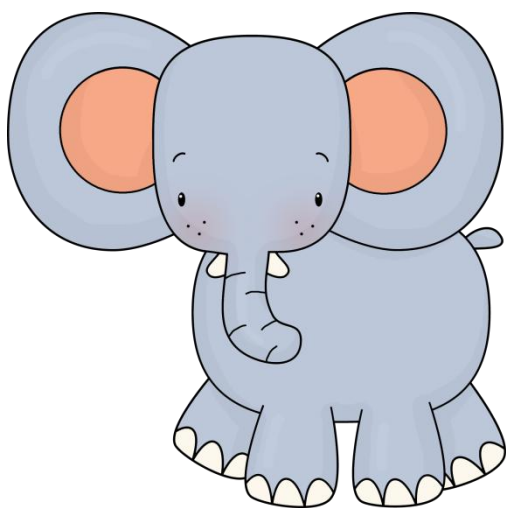
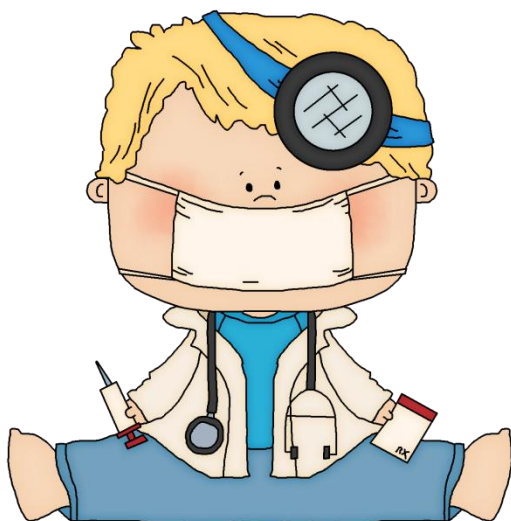
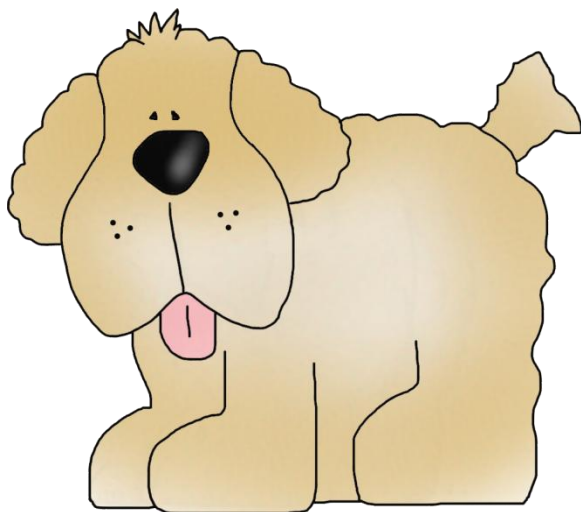
Note to teacher: The colored dots ● are to help you keep the pieces to each game organized.

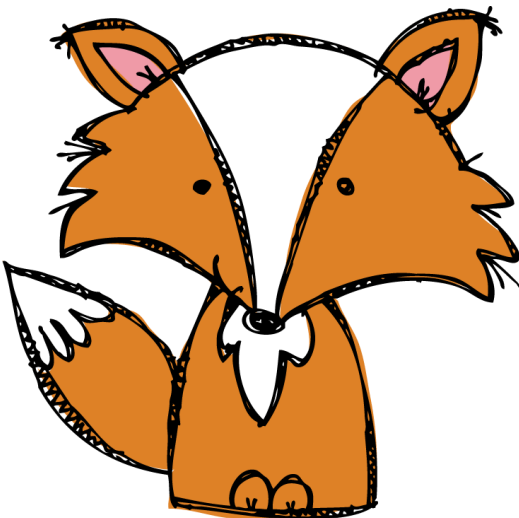
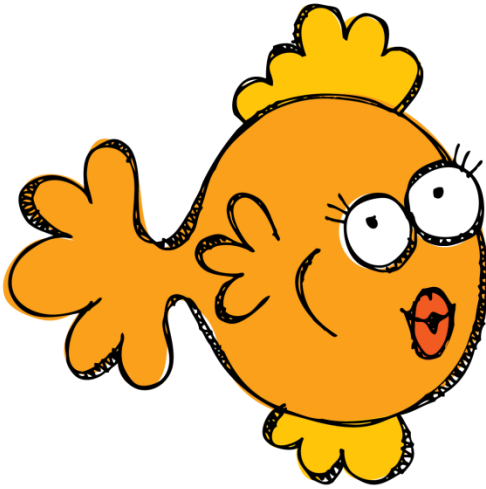
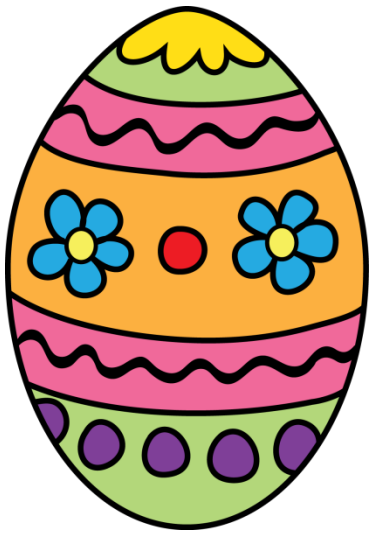




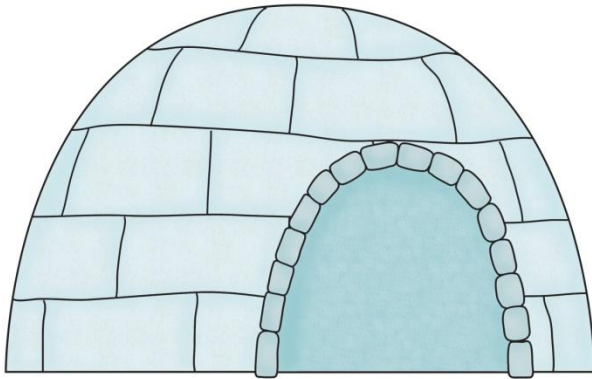


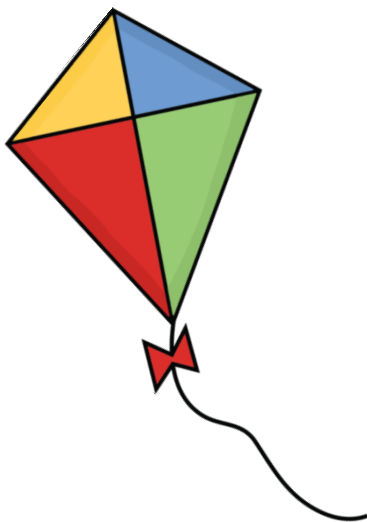
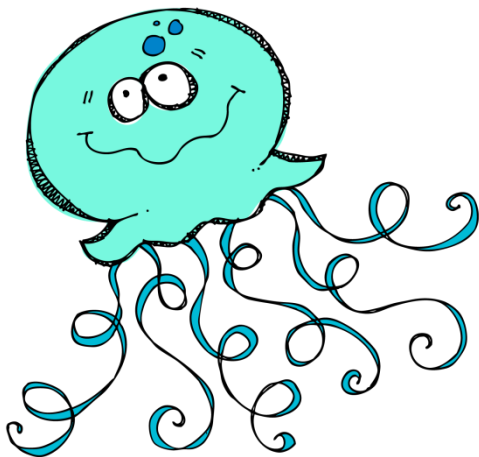
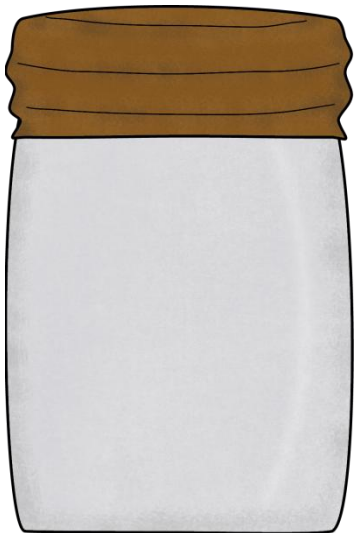






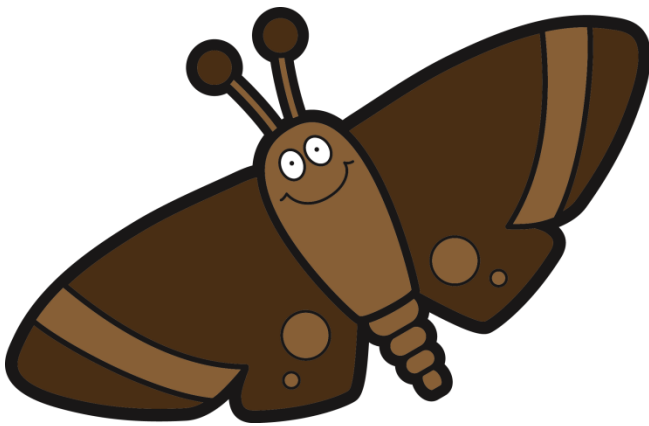


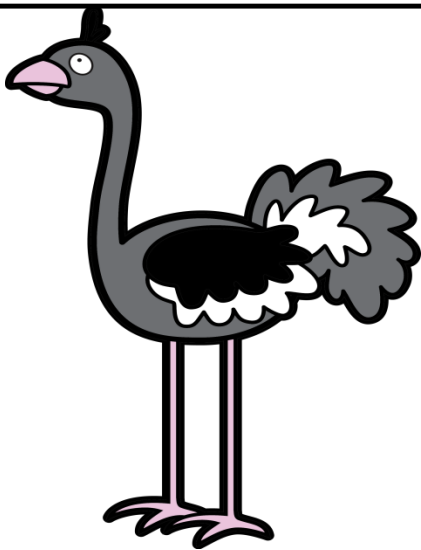
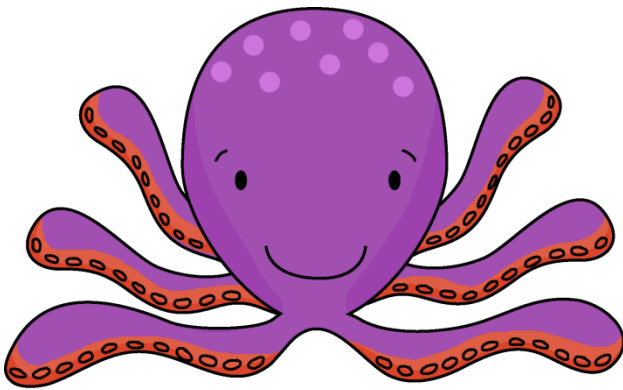
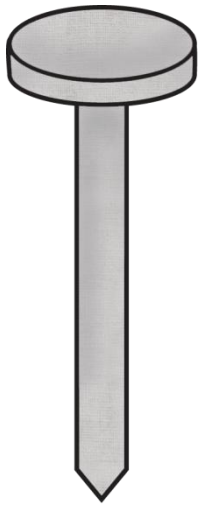




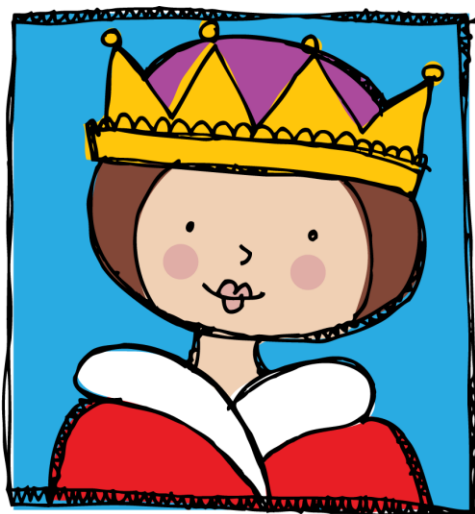


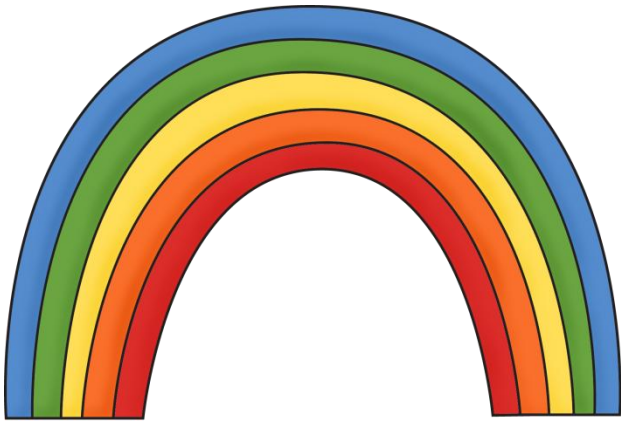
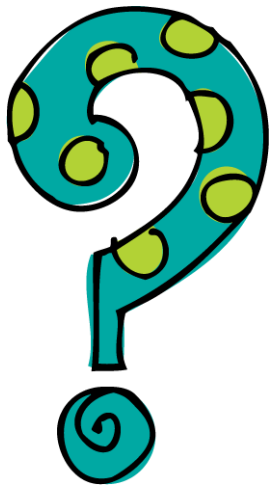
Note: If you use the sound cards for both /c/ and /k/ then there are several possibilities for match ups because this is based on sound and not the graphic representation. You might choose to only use one sound for /k/.

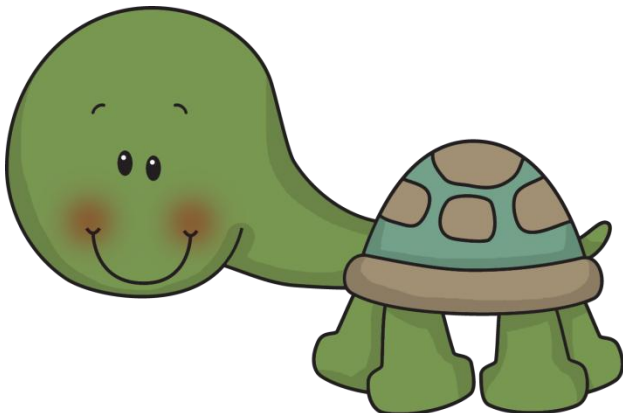
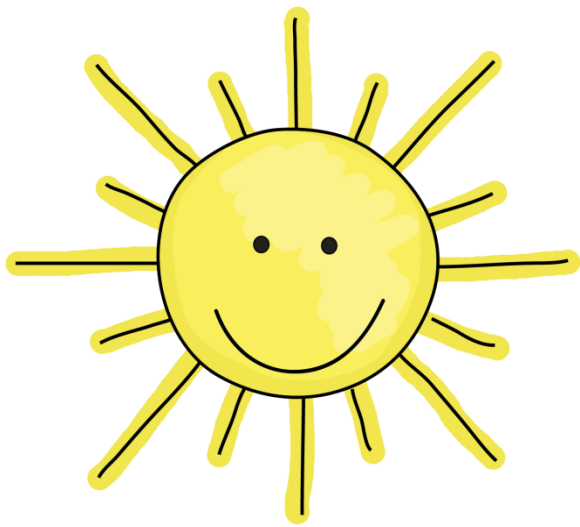


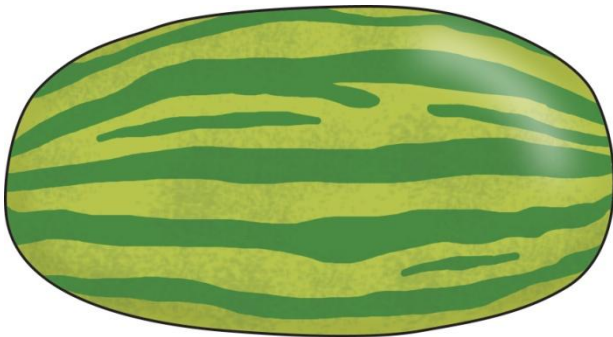


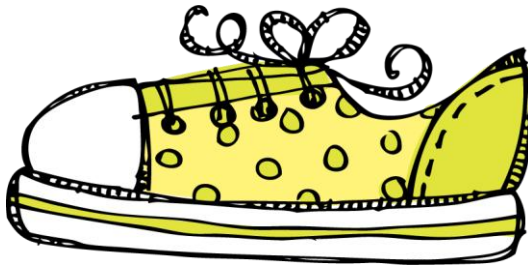
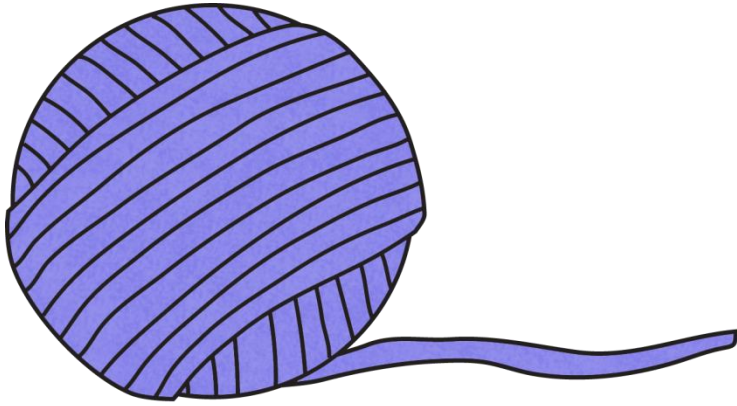






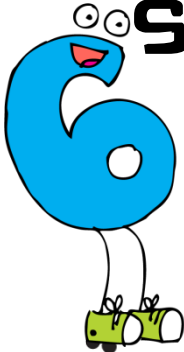


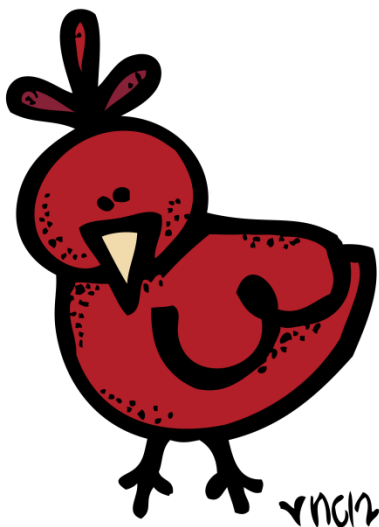
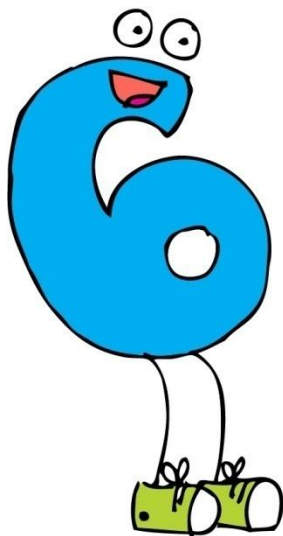
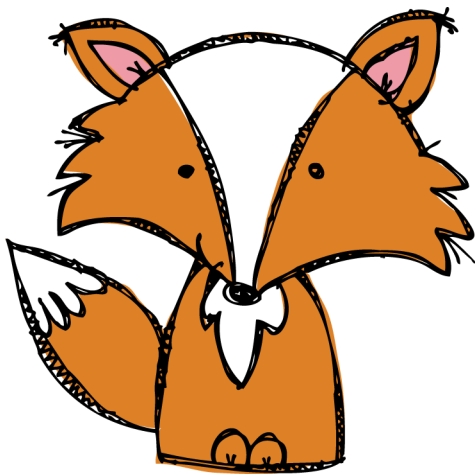


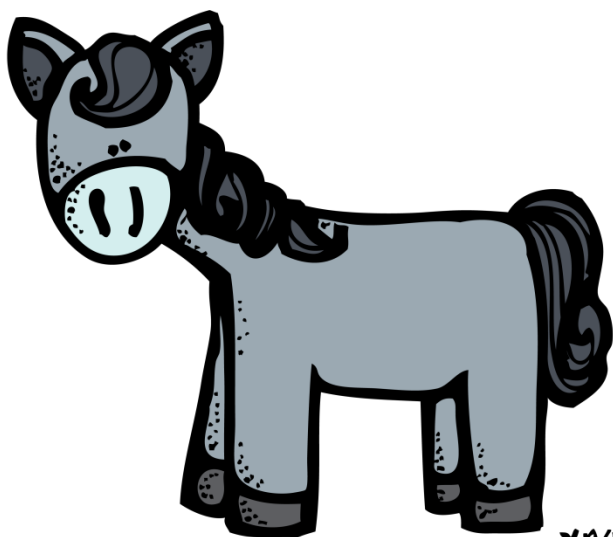


Note: The letters  
u, v, x, z were  
left out of this  
Find Someone  
who... game.

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



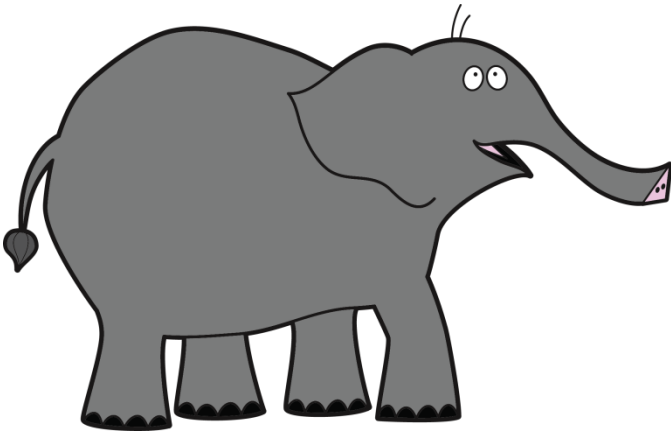
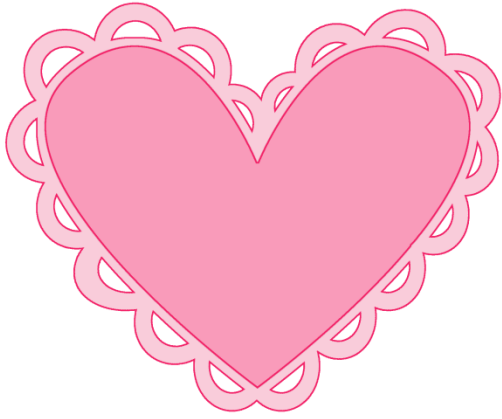


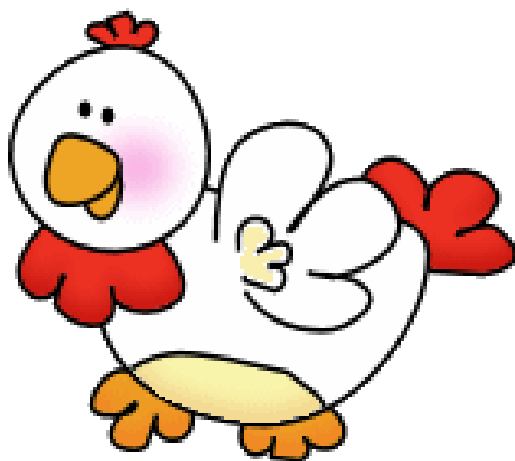


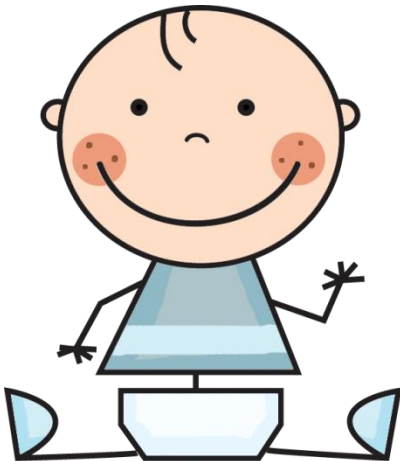
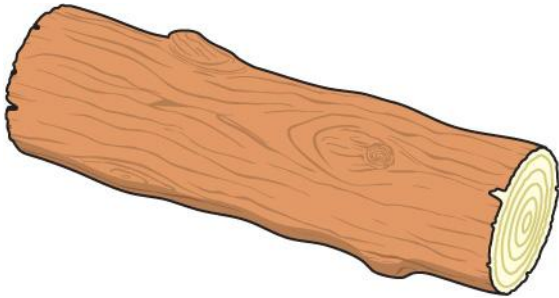
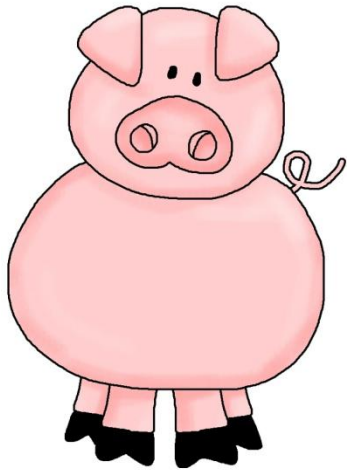
ynq2

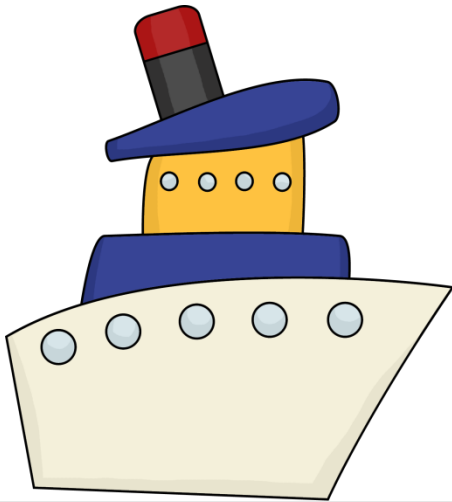
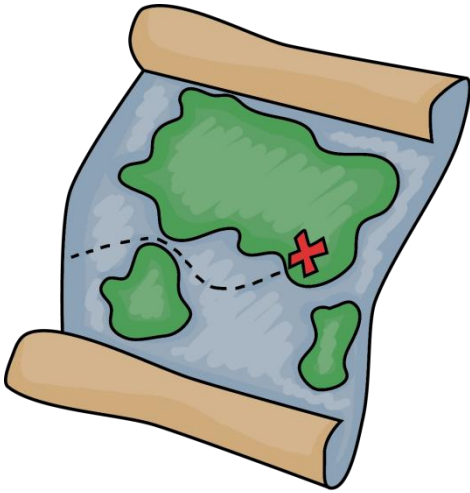
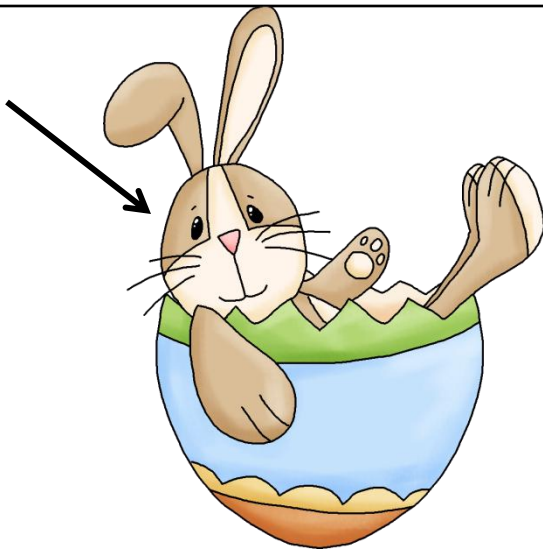


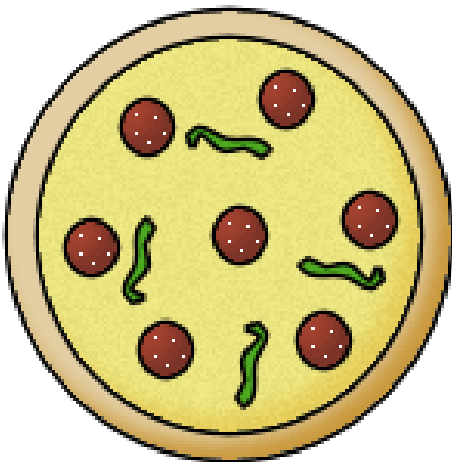
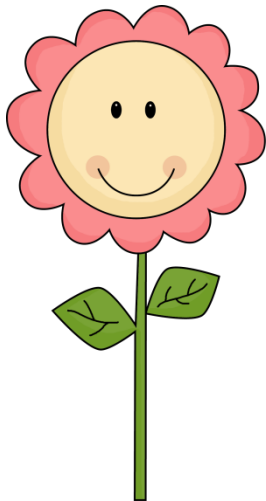
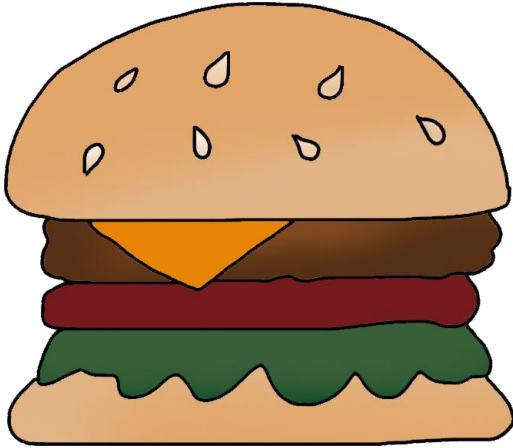


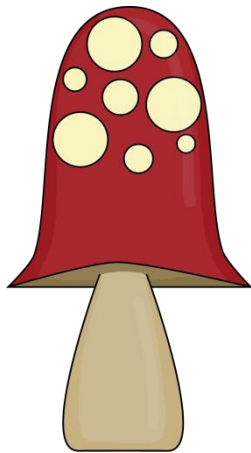




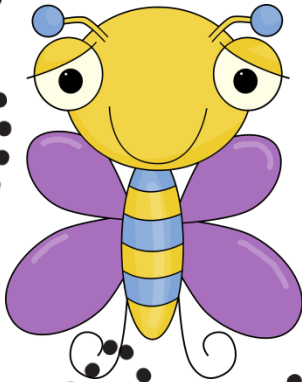


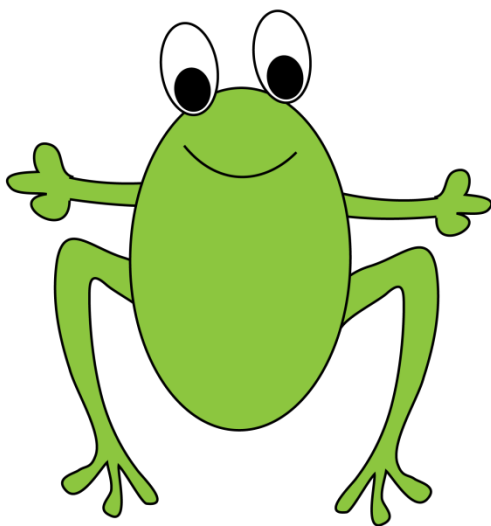
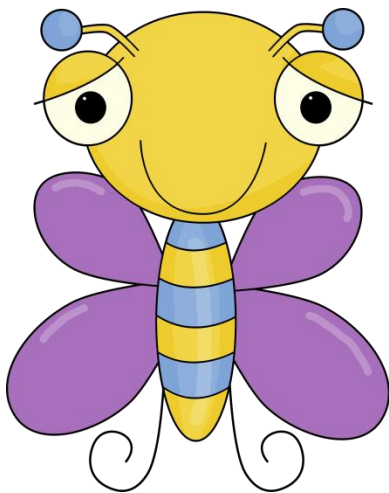




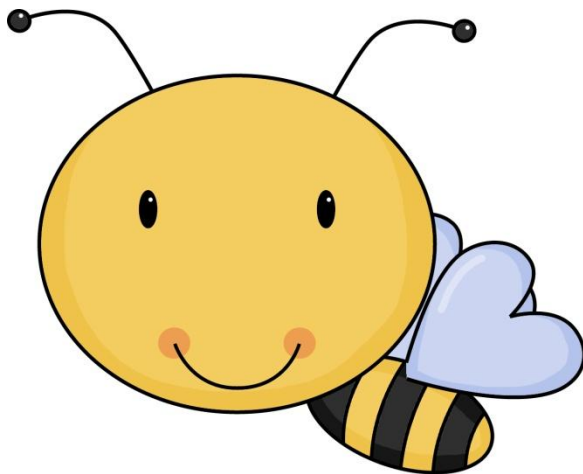


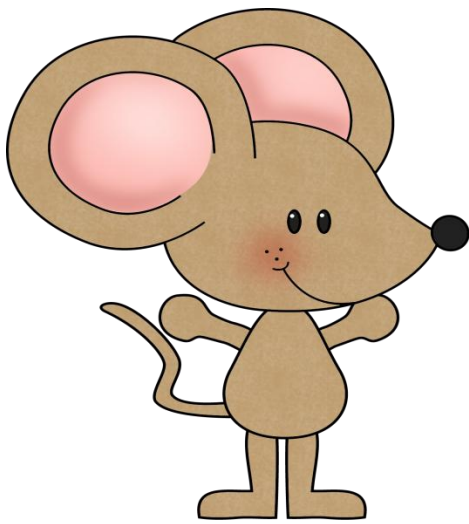
**Find someone  
whose picture  
rhymes with  
yours.**

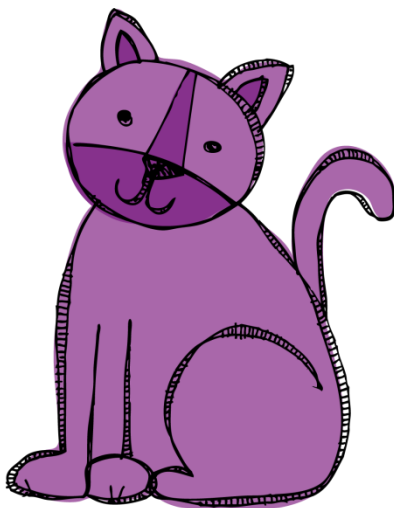
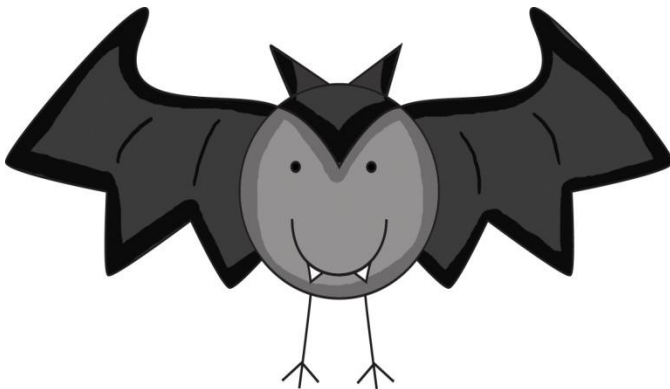


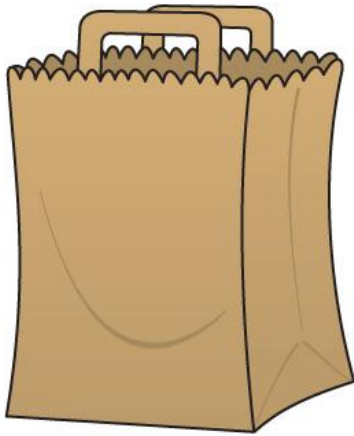
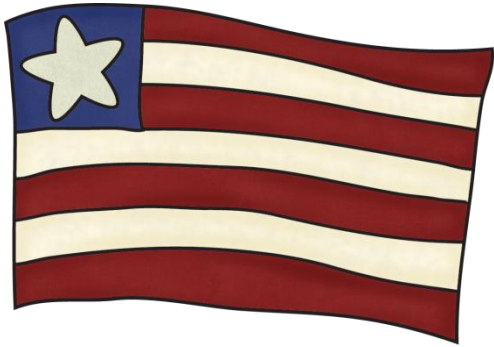


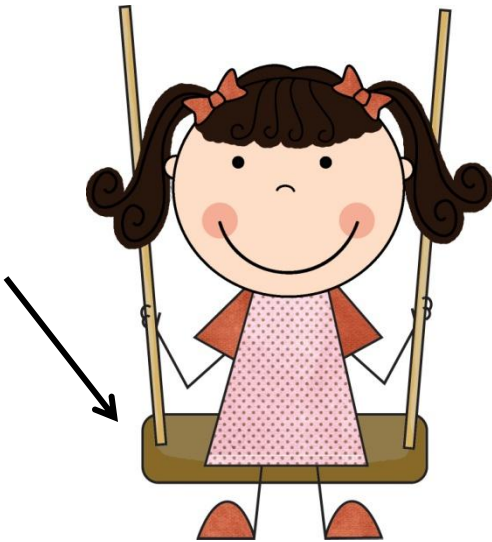
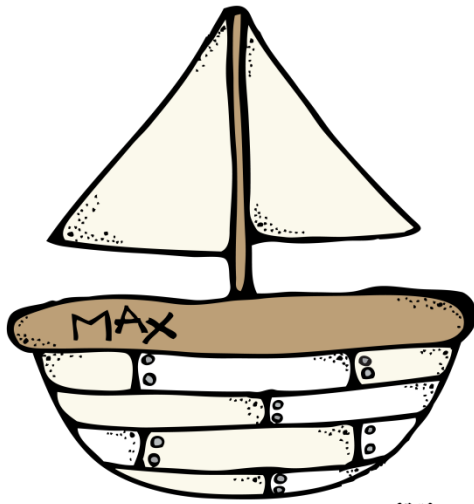


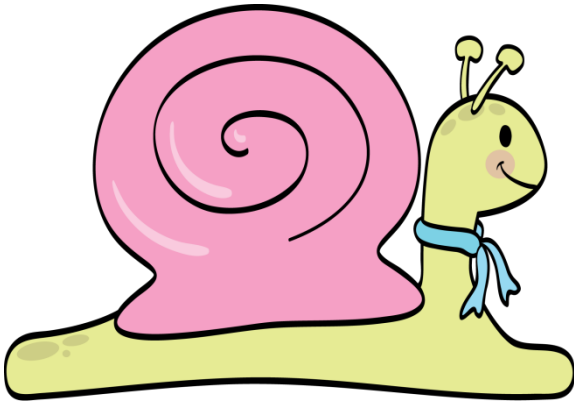


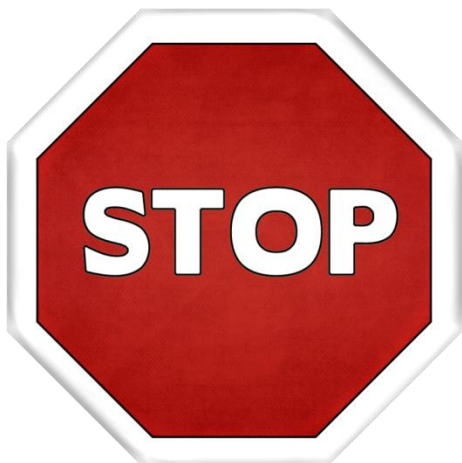
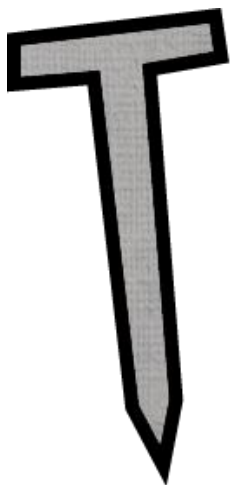




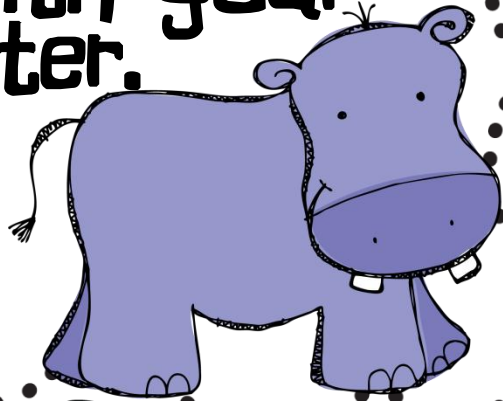








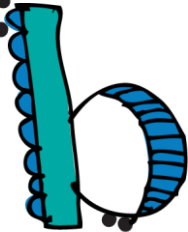
**Find someone  
whose picture  
ends with your  
letter.**



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

y

z

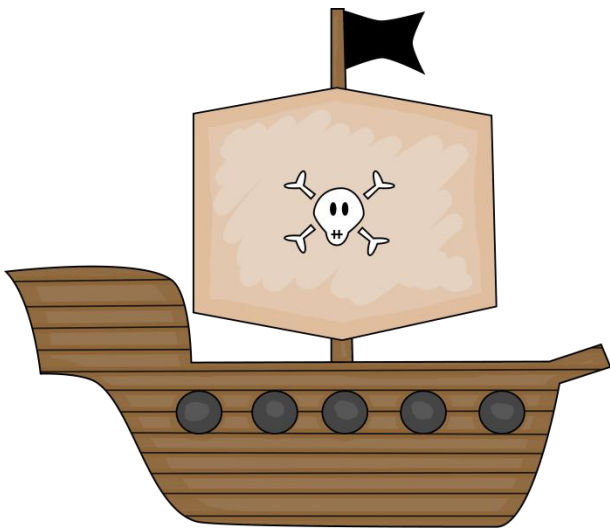
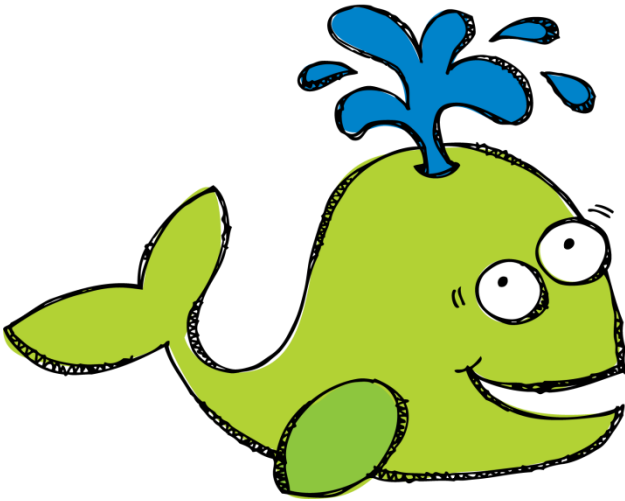
Note: These do not have colored dots on them because they can be used with any of the picture cards you choose to use. Use the digraph letters and pictures for your little ones who need a little more of a challenge.

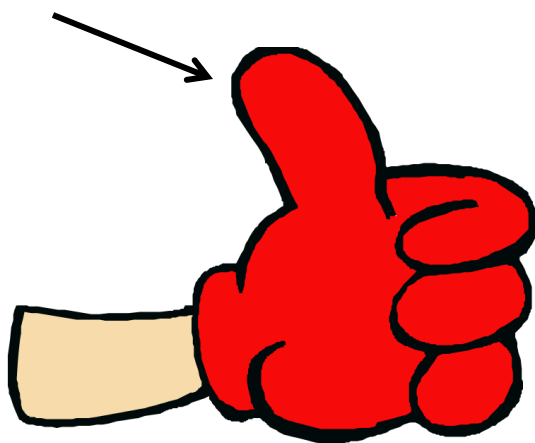
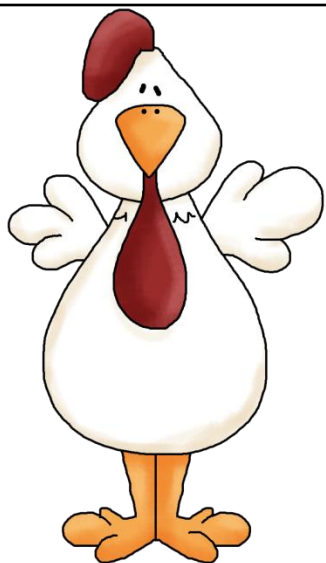
sh

wh

th

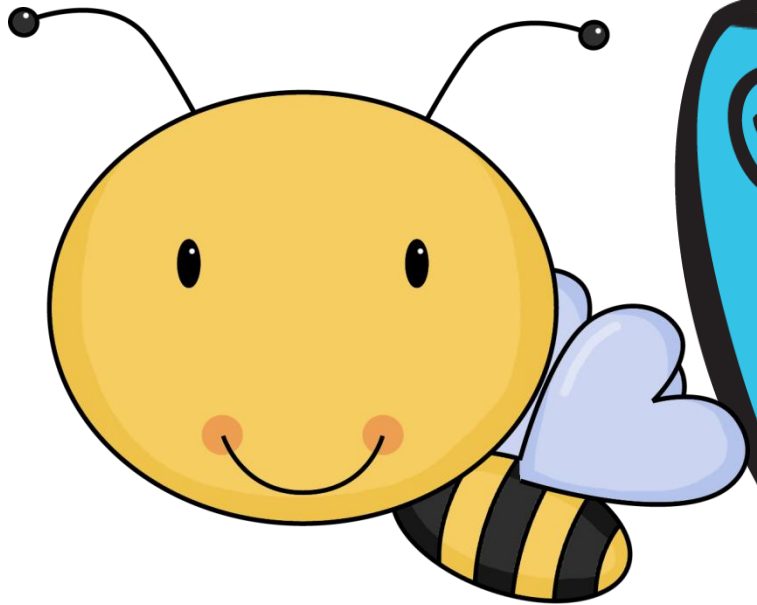
ch





# HELP!

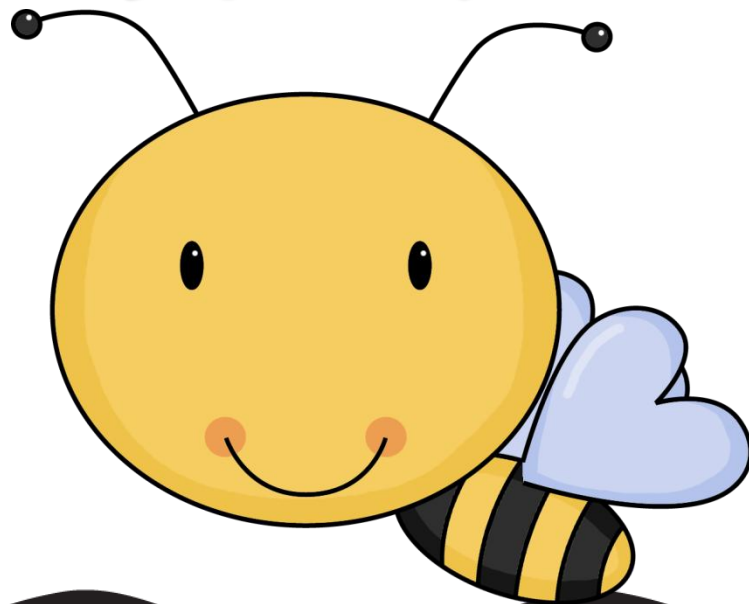
A SILLY PHONEMIC AWARENESS  
FUN BOOK  
BY DEANNA JUMP



# HELP!

A SILLY PHONEMIC AWARENESS  
FUN BOOK

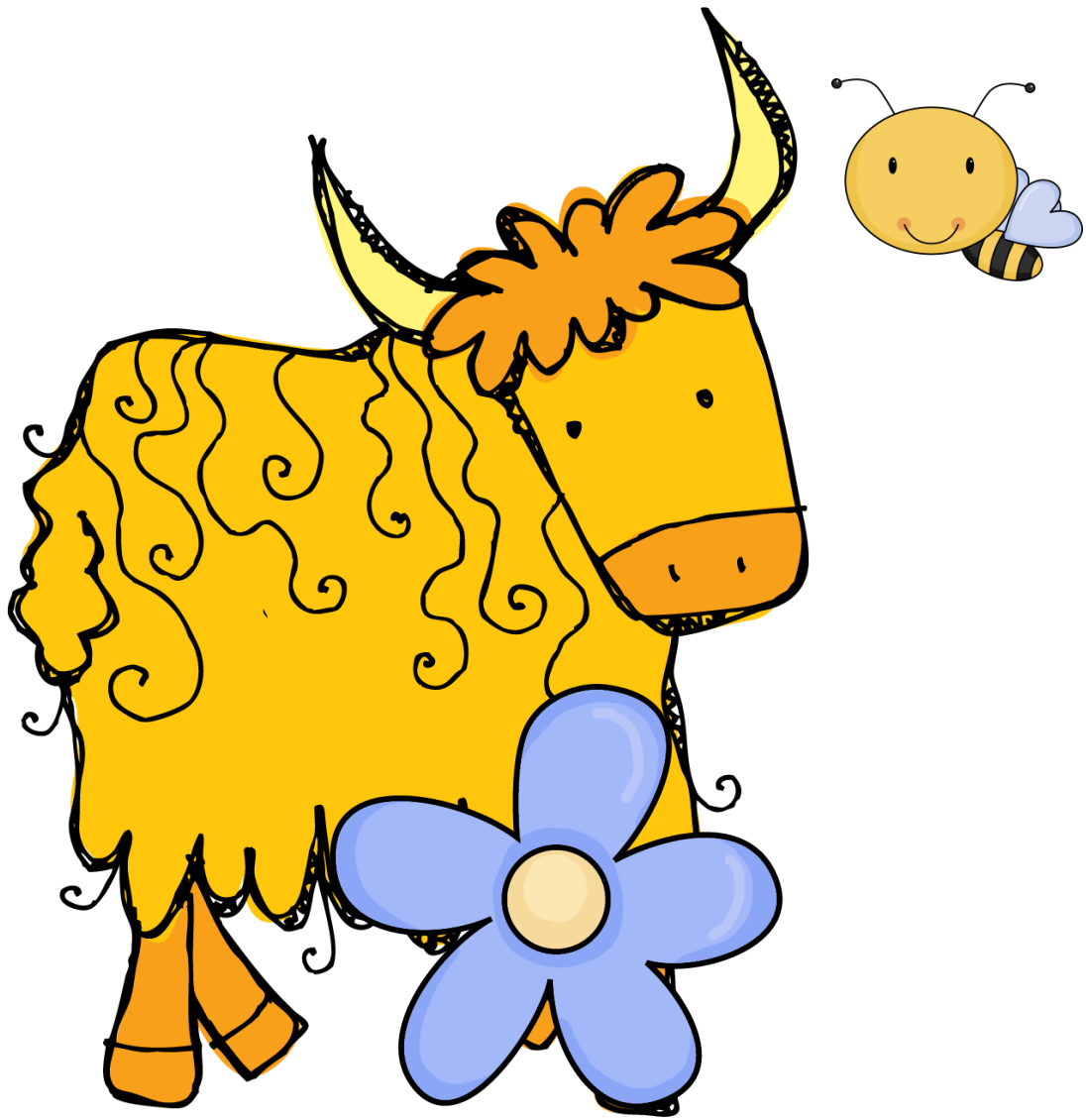
BY DEANNA JUMP



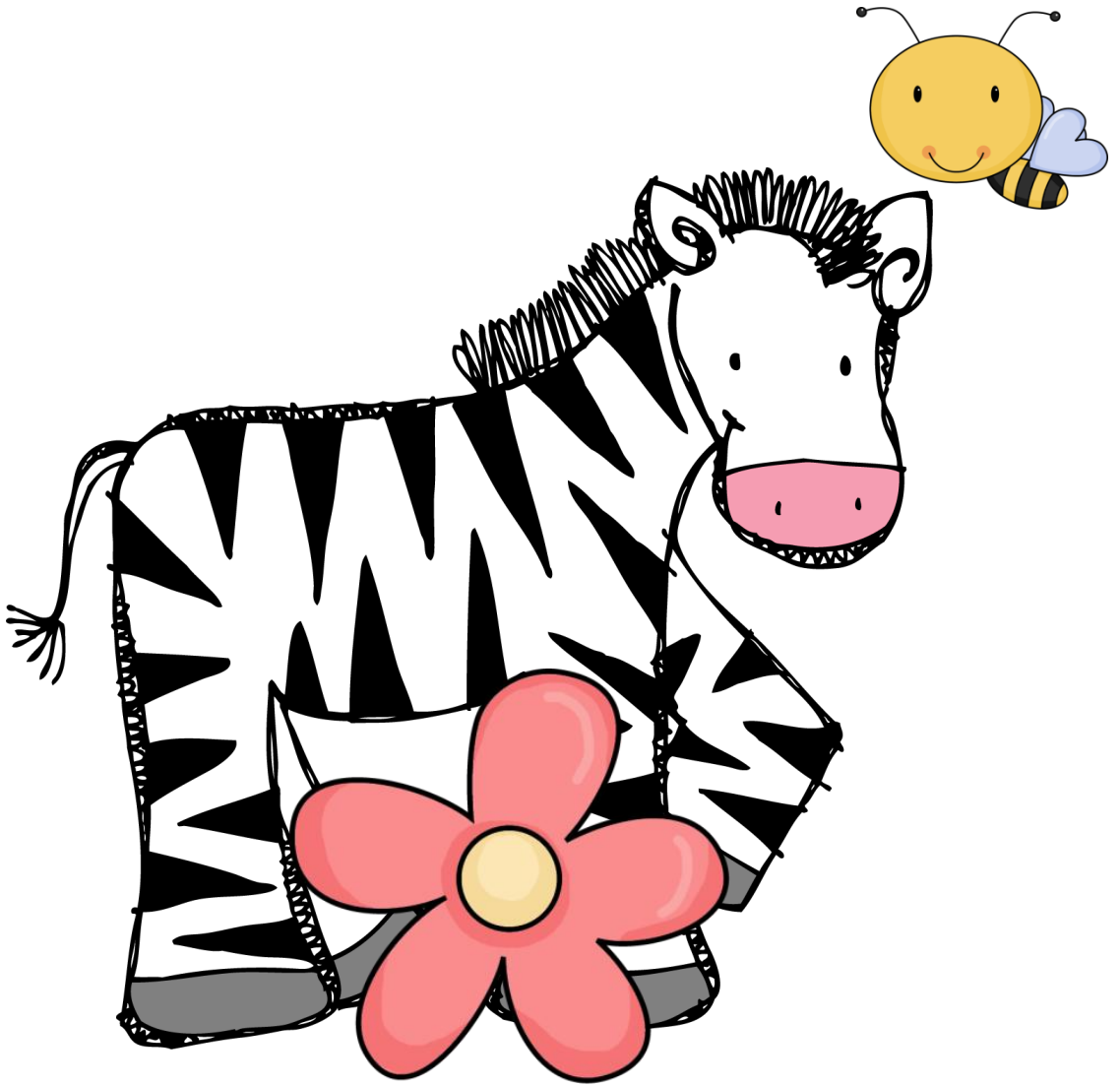


There was a little bee  
who caused quite a  
bumble. He stung his  
friends and now their  
words are all a jumble.

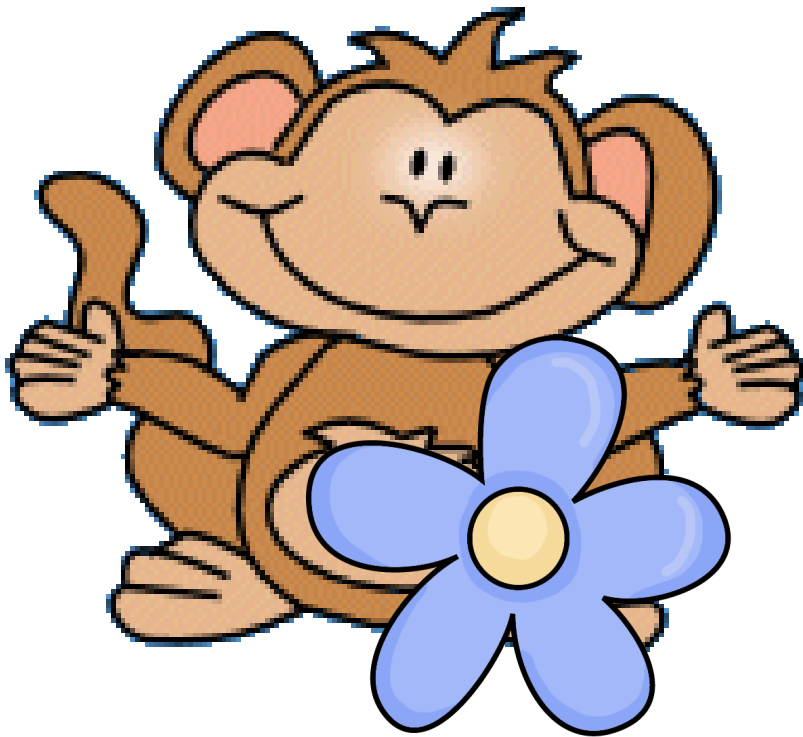
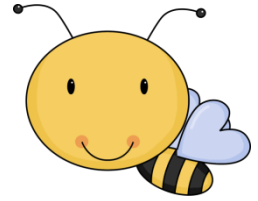




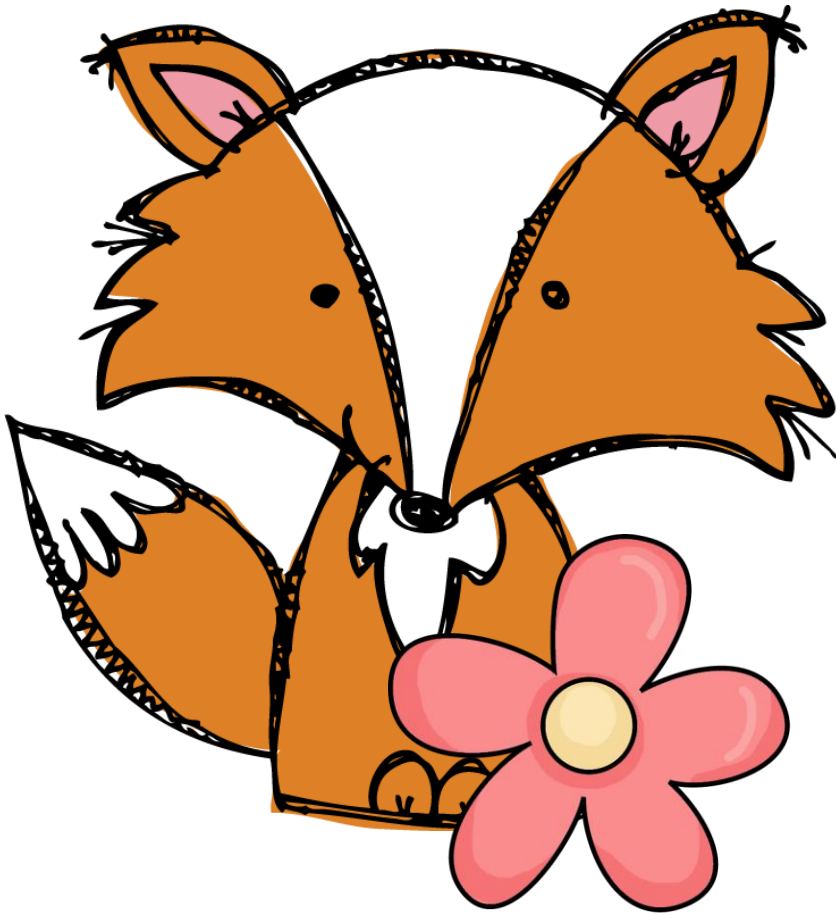
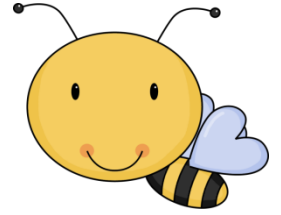
“Help, Help, I’ve been  
stung by a yumble yee,”  
said Yak.



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



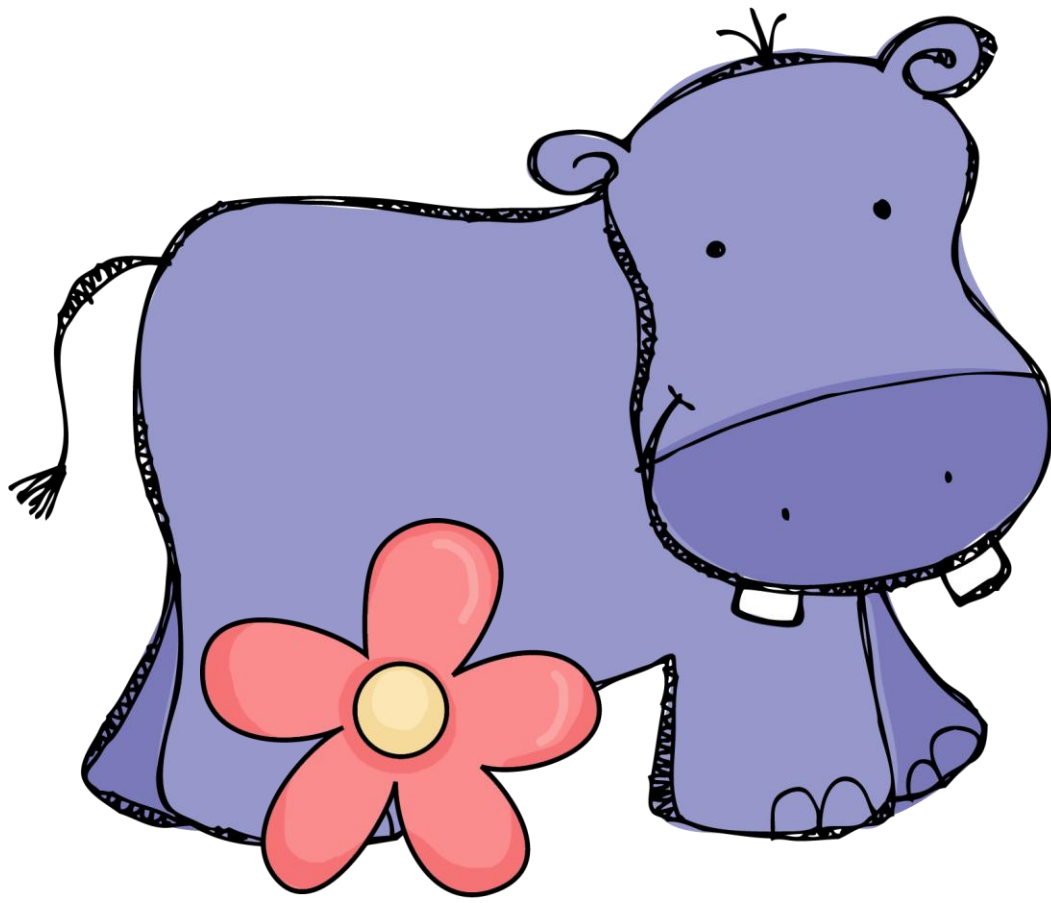
“Help, Help, I’ve been  
stung by a mumble mee,”  
said Monkey.



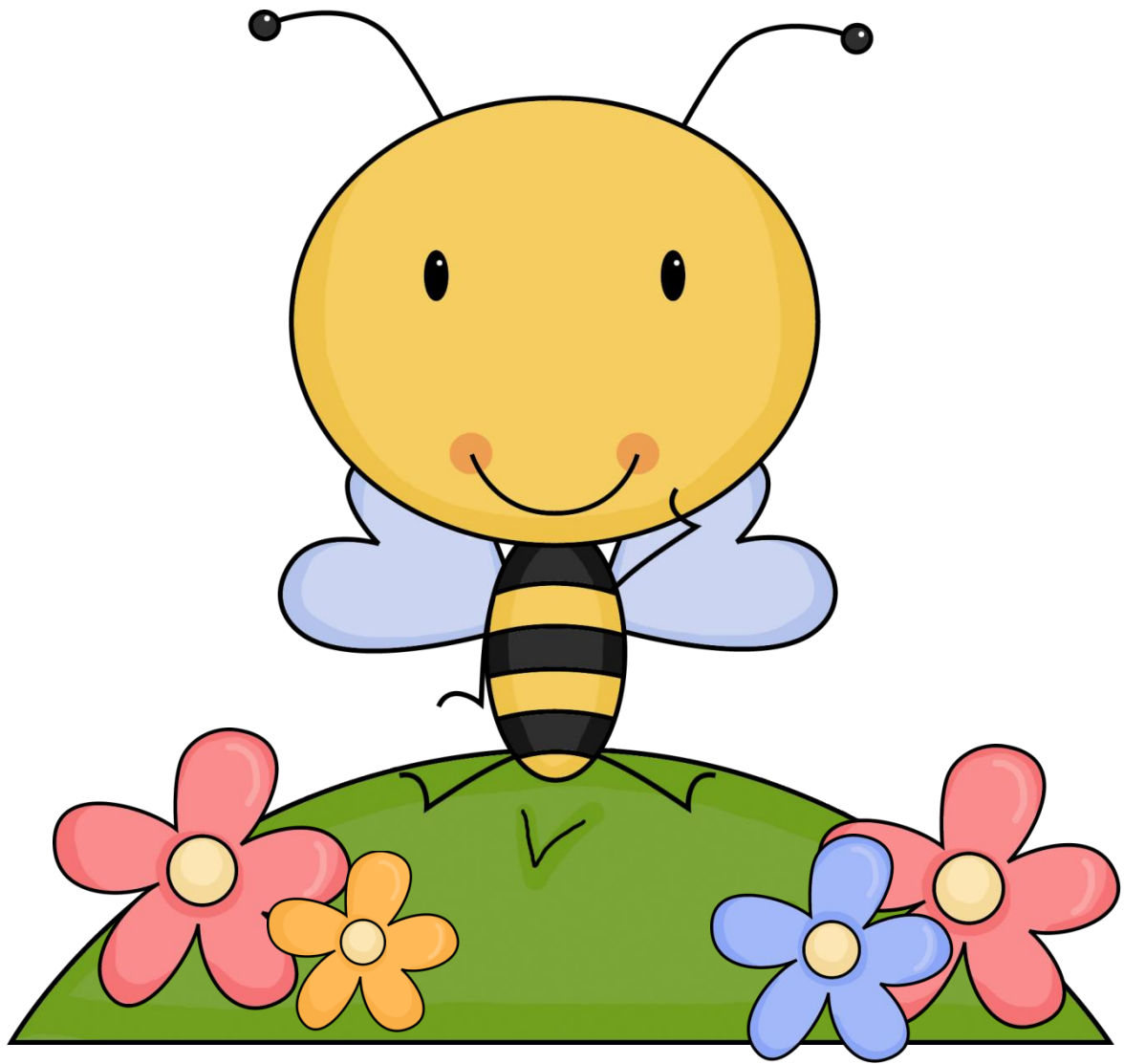
“Help, Help, I’ve been  
stung by a fumble fee,”  
said Fox.



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



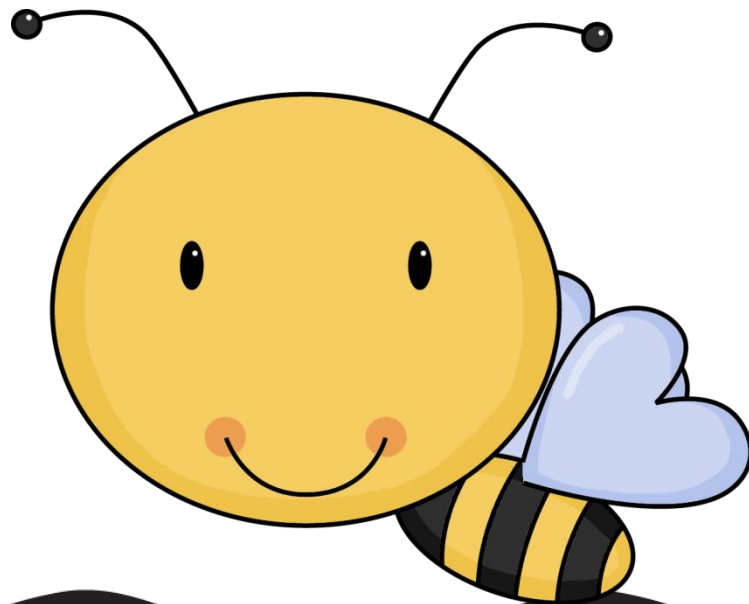
“Help, Help, I’ve been  
stung by a humble hee,”  
said Hippo.



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

# HELP!

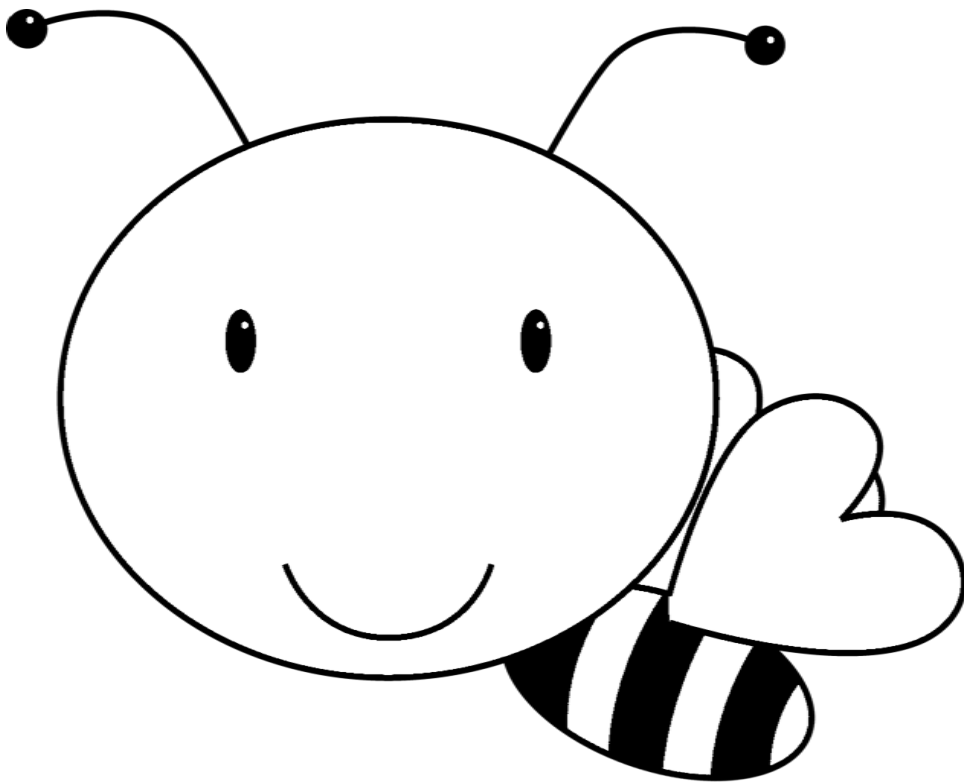
A SILLY PHONEMIC AWARENESS  
FUN BOOK





# 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



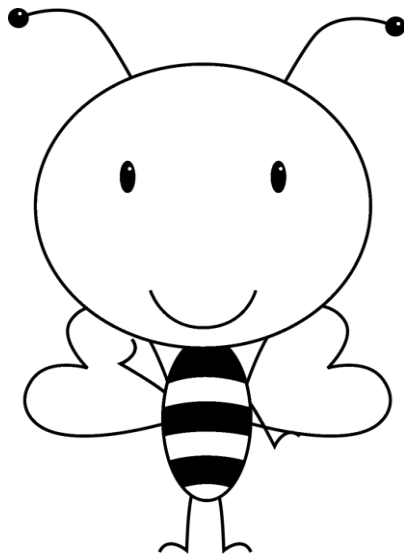
“Help, help, I’ve been stung  
by a humble hee,”  
said Hunter.



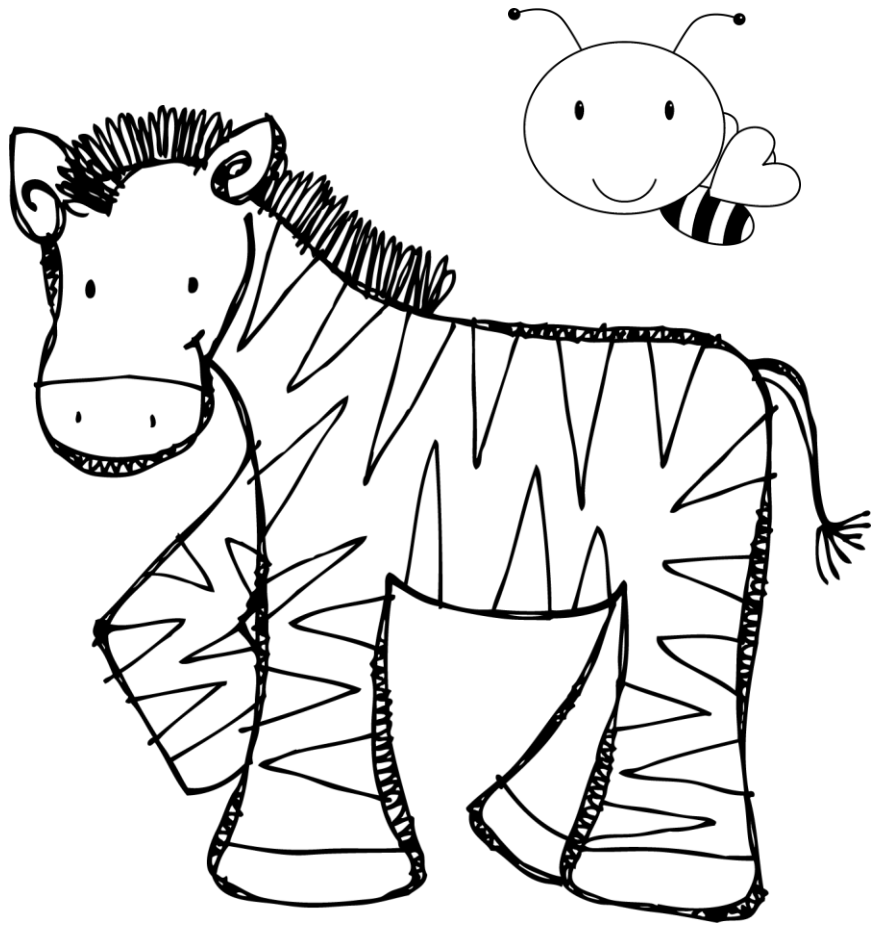
“Don’t you mean a  
bumble bee?”  
asked Brandon.

# Help!

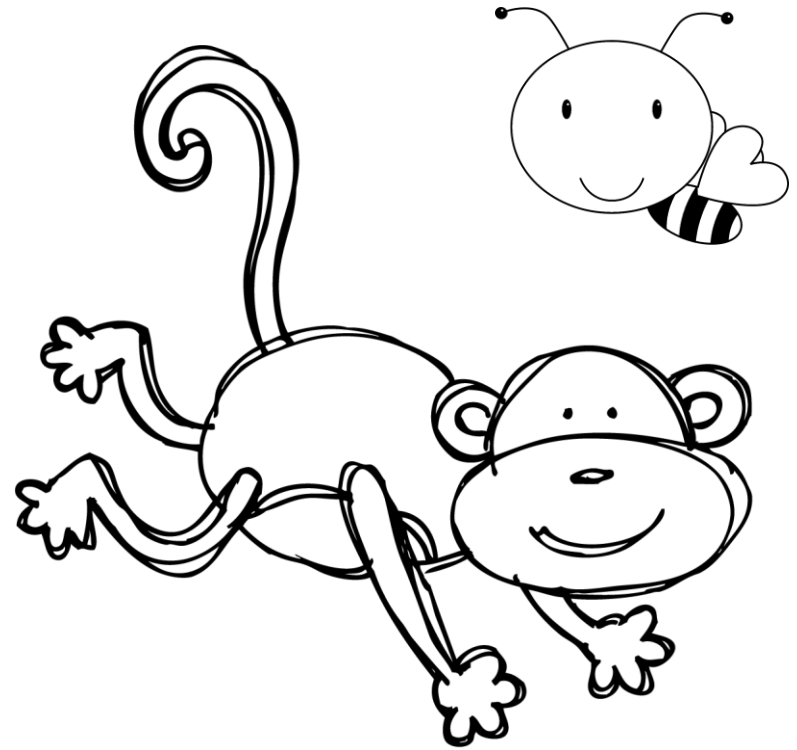
A Silly Phonemic  
Awareness book



"Help, help, I've  
been stung by a  
\_\_\_umble \_\_\_ee,"  
said Yak.

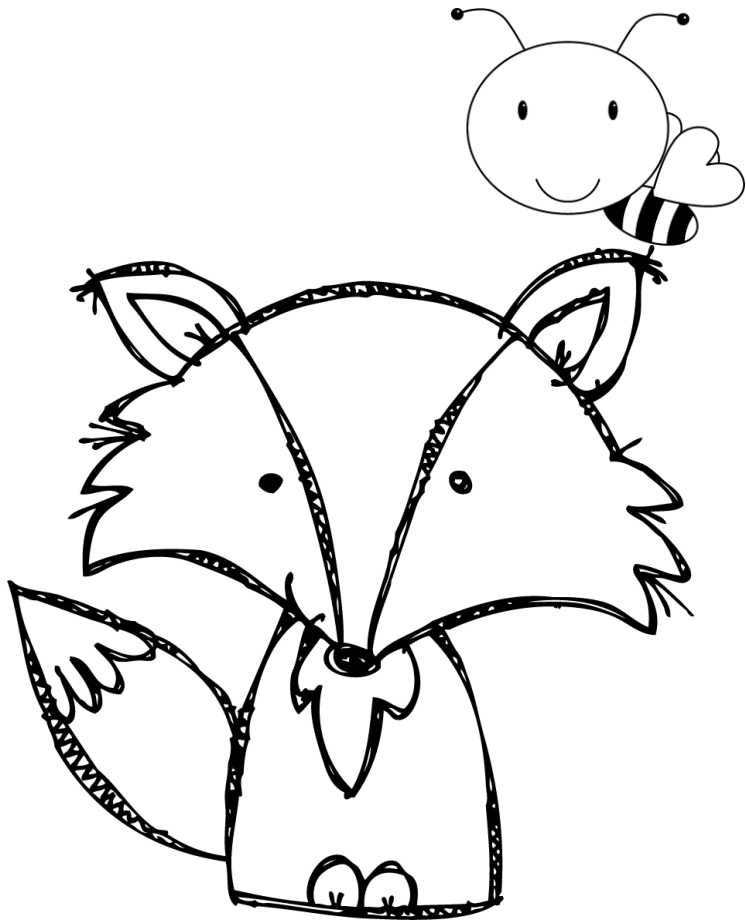


"Help, help, I've  
been stung by a  
\_\_\_umple \_\_\_ee,"  
said Zebra.



"Help, help, I've  
been stung by a  
\_\_\_umple \_\_\_ee,"  
said Monkey.

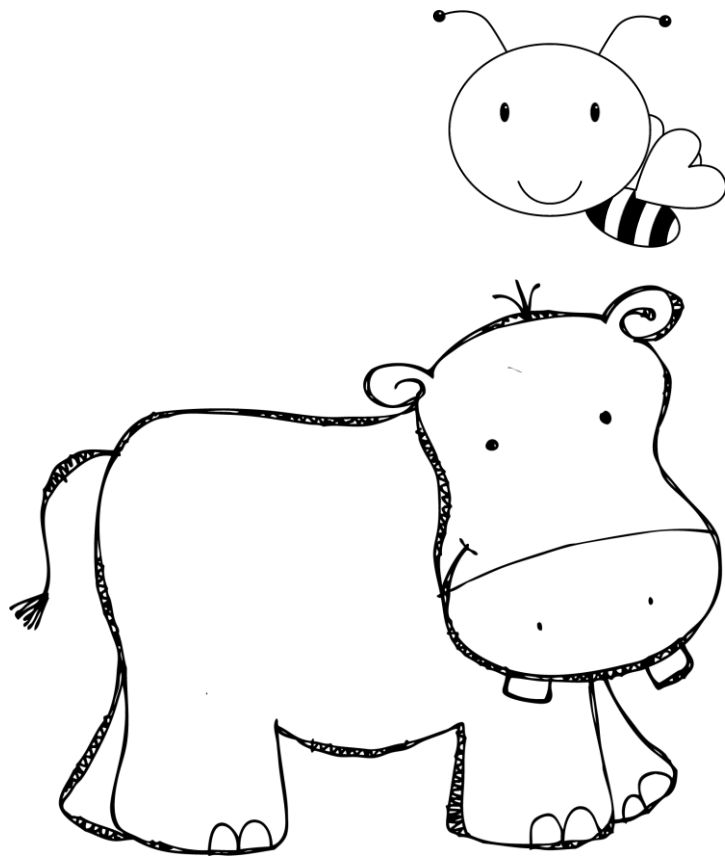




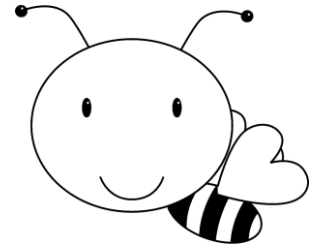
"Help, help, I've  
been stung by a  
\_\_\_umble \_\_\_ee,"  
said Fox.



"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).

Find someone who




Matches YOU!


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



Find someone whose picture rhymes with yours.



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



Find someone whose picture ends with your letter.

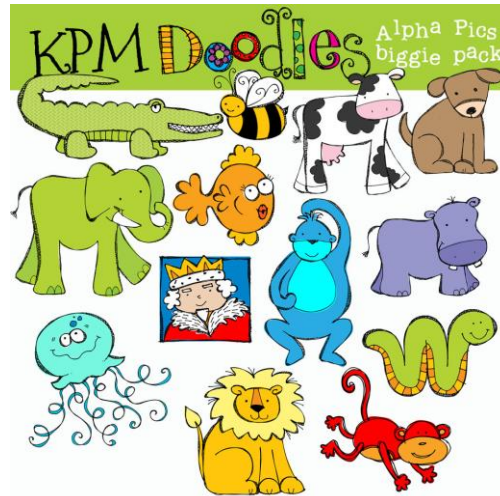




These are the nametag holders I used. They are made by Avery.



# I get by with a little help from my friends.



Fonts from:  
[LetteringDelights.COM](http://LetteringDelights.com)  
and  
[KevinandAmanda.COM](http://KevinandAmanda.com)

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Fun with Names

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