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Phonics Through Poetry

Teaching Phonemic Awareness Using Poetry



Babs Bell Hajdusiewicz

Illustrated by

Daniel L. Grant

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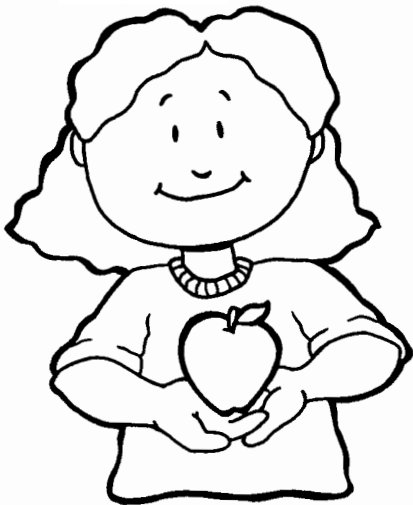
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Short Vowels



a as in *cat*

e as in *red*

i as in *pin*

o as in *hot*

u as in *rug*



a

a

Angela Applebee

by
Carol Murray

a

a

a

a

a

TARGETED SOUND

Short vowel **a** as in **cat**: Angela, Applebee, an, apple, Angela's, scant, asked, attack, brand, adventure, can't, after, napping, at, Angie, scampered, that, laughter, and, gasped, am, fantastic, egad, happy, glad, can, plan, answers

ADDITIONAL SOUNDS

Blends: tree, scant, asked, brand, adventure, young, after, spotted, scampered, and, gasped, fantastic, glad, plan

Consonant **j**/soft **g** as in **joy/giant**: Angela, Angela's, courage, June, Angie

Consonant **n** as in **not**: Angela, near, an, Angela's, when, any, new, one, in, June, napping, noon, Angie, fantastic, can, anything, plan, now, answers

Consonant **p** as in **pet**: Applebee, apple, napping, up, happy

Ending **-le** as in **table**: Applebee, apple



FOCUSING TALK

▪ Talk about a new activity you'd like to try. Then use "I can . . ." sentences as you plan aloud how you might go about accomplishing that activity.

▪ During conversation, substitute the poem's words *scampered*, *fantastic*, *laughter*, and *egad* in place of more commonly used words, such as *ran*, *great*, *giggling*, or *oh, my*.



ACTIVITY: "I CAN!" LADDER

Use twigs or dowel rods along with pipe cleaners or twist ties to construct a small ladder. Help children cut out pictures of activities they would like to be able to do. Then arrange the pictures in order of difficulty, tying the picture of the simplest activity onto the bottom rung of the ladder and continuing upward. When children meet with success, they can draw or attach a star to the picture and then talk about their success, using "I can . . . !" sentences.



LISTEN! LISTEN! HEAR THAT SOUND?

Initial

acting
African
ambitious
angry
answer
as

ask
astronaut
athletics
atmosphere
atom

Medial

bamboo
campfire
grass
kangaroo
mashed
past

Angela Applebee

Angela Applebee lived near an apple tree.
Angela's courage was scant.
For when asked to attack any brand new adventure,
young Angela muttered, "I can't!"
But, one day in June, after napping at noon,
Angie spotted an apple up high.
Angie scampered up after that apple
with laughter,
and gasped,
"How amazing am I!
Fantastic!
Egad!
I am happy!
I'm glad!
I can *do* anything that I plan!"
Now . . .
When asked to attack any brand new adventure,
Miss Applebee answers, "I can!"

Carol Murray



Short Vowels:

a

a

a

Cat!

by
Eleanor Farjeon

a

a

a

a

a

TARGETED SOUND

Short vowel **a** as in **cat**:

cat, scat, after, flatterer, chatterer, scatter, mat, catch, scratcher, slathery, spatch, can't, scratch, that's, that

ADDITIONAL SOUNDS

Consonant digraph **ch** as in **chin**:

chatterer, catch, scratcher, spitch, spatch, scratch, scritch, reaching

S-blends:

scat, sleeky, spitfire, scatter, whiskery, spitter, scratcher, slathery, slithery, spits, spitch, spatch, scratch, scritch

Short vowel **i** as in **pin**:

spitfire, git, whiskery, spitter, slithery, hisser, miss, till, dithery, hithery, thithery, pftts, spits, spitch, scritch, sycamore, hissing



FOCUSING TALK

- Talk about reasons for chasing or being chased and, depending on the situation, how the chaser and the chased might feel before, during, and after the chase.
- Encourage innovations on the poem's words. For example, while playing tag, one might say, "Catch him, catch him, brown-eyed Roger."



ACTIVITY: CHATTY CATS

Draw or cut out pictures of two cats. Attach the cat pictures to a large sheet of paper. Then draw a picture that incorporates the cats and suggests that they are interacting with one another. Talk about what each cat might be saying in that situation and write those words as captions.



LISTEN! LISTEN! HEAR THAT SOUND?

Initial

abdomen
action
ambush
animal
annual
ant

antelope
asthma
Atlantic
aunt
avalanche
average

Medial

background
capture
casual
example
thank
trampoline

Cat!

Cat!
Scat!
After her, after her,
Sleeky flatterer,
Spitfire chatterer,
Scatter her, scatter her
Off her mat!

Wuff!
Wuff!
Treat her rough!
Git her, git her,
Whiskery spitter!
Catch her, catch her,
Green-eyed scratcher!

Slathery
Slithery
Hisser,
Don't miss her!
Run till you're dithery,
Hithery
Thithery

Pftts! pftts!
How she spits!
Spitch! Spatch
Can't she scratch!
Scratching the bark

Of the sycamore-tree
She's reaching her ark
And's hissing at me
Pftts! Pftts!

Wuff! wuff!
Scat,
Cat!
That's
That!



Eleanor Farjeon

a

a

a

a a

a

a

Short Vowels:

a

a

a

Catsup

by
Dee Lillegard

a

a

a

a

a

TARGETED SOUND

Short vowel **a** as in **cat**:

catsup, tap, and, pat, at, splat, as, that, splashes, lap

ADDITIONAL SOUNDS

Consonant **p** as in **pet**:

catsup, tap, pat, lap

Consonant **t** as in **top**:

catsup, tap, it, lightly, pat, at, splat, that



FOCUSING TALK

- Use the poem's expression "I didn't want as much as that!" to express your own limits, or to inject humor. Use *splat* to comment on a spill, or when someone sits down quickly.
- When hammering, closing a container, gluing, keeping time to music, patting someone on the shoulder, or even typing with one finger, repeat the poem's words, "Tap and pat. Pat and tap."



ACTIVITY: CATSUP POUR

Provide full bottles of catsup and a plastic knife or chopstick. Have children compare the effectiveness of pouring catsup from the bottle using the tap-and-pat method with the use of a knife or chopstick that adds air to the bottle.



LISTEN! LISTEN! HEAR THAT SOUND?

Initial

advantage
after
Antarctic
anxious
applesauce
aspirin
at
atlas
attack
attic
attractive
avocado

Medial

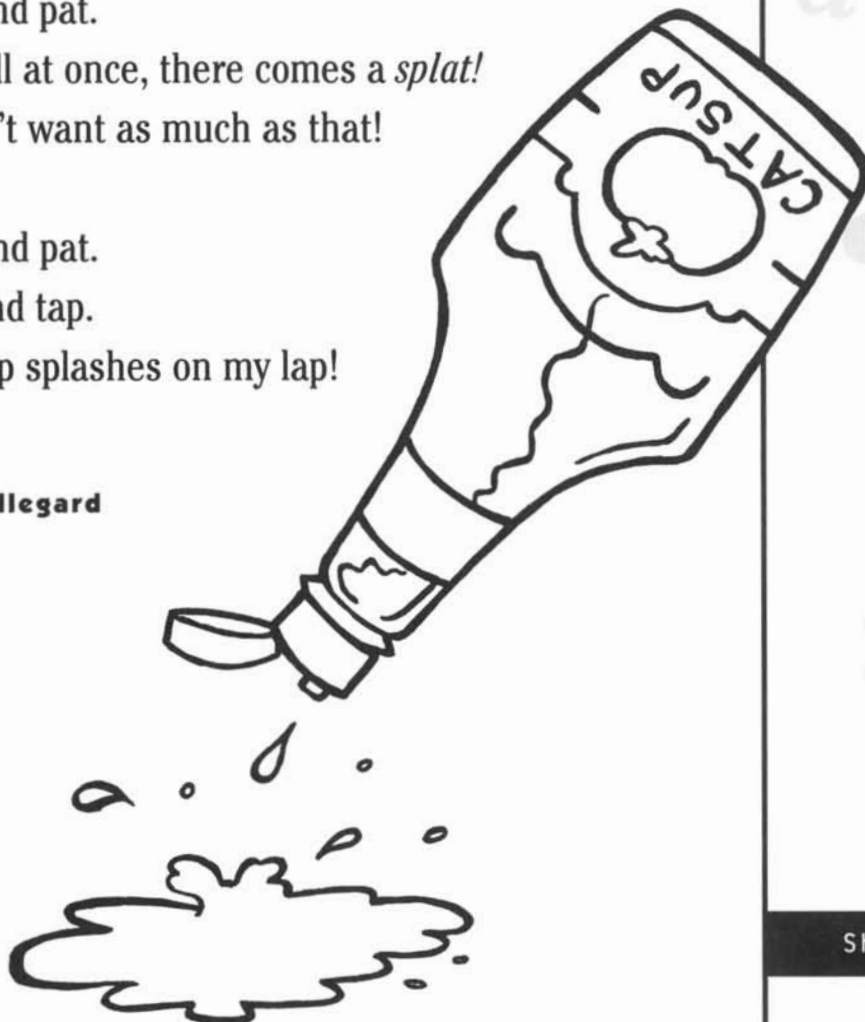
banana
bandage
castle
caterpillar
clam
crack
shadow

Catsup

I tap it lightly.
Tap and pat.
And all at once, there comes a *splat!*
I didn't want as much as that!

Tap and pat.
Pat and tap.
Catsup splashes on my lap!

Dee Lillegard



a

a

a

a a

a

a

Short Vowels:

a

e

e

The Spaghetti Nut

by
Jack Prelutsky

e

e

e

e

e

TARGETED SOUND

Short vowel **e** as in **red**:

spaghetti, Eddie, Nettie, wed, Ed, Connecticut, said, get, wet, then,
Spaghettipet, spaghettiquette

ADDITIONAL SOUNDS

Consonant **k**/hard **c** as in **kite/cat**:

courted, Cutt, cottage, Connecticut, cooked, cut, cup, cut, cat

Consonant **t** as in **top**:

spaghetti, nut, courted, pretty, Nettie, Cutt, got, cottage, Connecticut,
to, hot, get, put, it, pot, wet, cut, cat, that, Spaghettipet, sat, vat,
spaghettiquette

Other short vowels:

nut, pretty, Cutt, and, got, cottage, in, Connecticut, hot, just, got, it, in,
pot, cut, up, from, cup, that, cat, sat, vat, much



FOCUSING TALK

- While looking at a map of Connecticut, say, "Did Nettie cut Connecticut?" or "I'm looking for Spaghettipet!"
- The word *spaghettiquette* will be useful when children need a reminder about manners while eating spaghetti, or when sharing materials while doing art projects with spaghetti.



ACTIVITY: SPAGHETTIPETS

Create spaghettipets by gluing pieces of dry pasta onto pictures of animals, or gluing pasta shapes together to form a free-standing animal. Colored pasta may be used for facial features or to add color. To focus on the poem's figurative use of the word *nut*, decorate with walnuts or peanuts.



LISTEN! LISTEN! HEAR THAT SOUND?

Initial

Eddie
educate
effort
enter
estimate
ethnic
example

Medial

attend
contents
demonstrate
gelatin
hen
jello

sense
temporary

The Spaghetti Nut

Eddie the spaghetti nut
courted pretty Nettie Cutt.
They wed and Ed and Nettie got
a cottage in Connecticut.

Eddie said to Nettie, "Hot
spaghetti I've just got to get."
So Nettie put it in a pot
and cooked spaghetti hot and wet.

Nettie cut spaghetti up
for Eddie in Connecticut.
Eddie slurped it from a cup,
that hot spaghetti Nettie cut.

Then Eddie, Nettie and their cat
that Nettie called Spaghettipet
all sat in the spaghetti vat—
so much for their spaghettiquette.

Jack Prelutsky



Short Vowels:

e