



Name _____

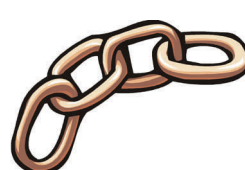
tch ph tch ph
ph tch ph tch



1 _____



2 _____



3 _____

4. _____



5. _____



6. _____



7. _____



8. _____




Name _____

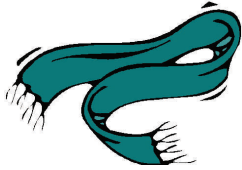
ph ph tch tch
tch tch ph ph



1 _____




2 _____




3 _____


4. photo



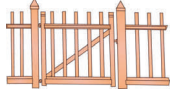
5. gate




6. truck




7. pearl



8. hook




9. watch




Name _____


ph tch tch ph
tch ph ph tch




1 _____





2 _____



3 _____

4. _____ 

5. _____ 


6. _____ 

7. _____ 

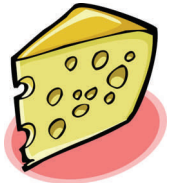
8. _____ 

Name _____

ph tch ph tch
tch ph tch ph



1 _____

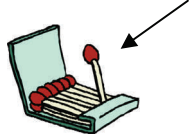



2 _____



3 _____

4	sat	sit	sat
5	pen	pen	pan
6	fit	kit	fit
7	not	now	not
8	run	run	ran

9. _____ 

10. _____ 

Copy Cat #109

Narrative to accompany child's worksheet

Teacher completes the worksheet on the overhead as each student completes his/her copy at his seat. Copy Cat is typically completed whole group.

Once students learn the "copy cat" rhyme, they will chant along with you when you begin chanting.

Let's play copy cat just for fun. We'll copy Mrs. (insert teacher's name) she's the one. Whatever she says, we'll do the same, 'cause that's how we play the copy cat game.

Teacher says: ***Let's kiss our brains before we get started. It's important to use our brain when playing copy cat so it will remember how to print and make the sounds of our phonograms. Feet on the floor, backs building block straight, deep breath, eyes on me. Point to first phonogram. I say /tch/ a 3 letter /tch/ you say***

Student says: /tch/

Teachers says: ***Watch me make tch.*** (Talk through and print the phonogram in the air using the correct formation of the letters as the students watch you. Since this is the first time making this phonogram in copycat, have the students practice making the letters in the air with their fingers as they talk through the correct formation with you.) ***Eyes on me.*** Trace the letters on your paper using correct letter formation and saying the sound of the phonogram as the students watch. ***Now you trace and say /tch/.*** (Talk the students through as they trace and say the sounds of the phonogram on their paper.) ***Now you know how to print and make the sounds of /tch/. Kiss your brain.***

Continue with same format while introducing both of the new phonograms. Once students have been introduced to the new phonograms, you can use a shortened version for the remaining ones as scripted below.

Teacher says: ***Point to the next phonogram. I say /ph/. You say***

Students say: /ph/

Teacher prints & says: ***Trace /ph/***

Students print & say: ***/ph/***

Continue for remaining phonograms.

Copy Cat #109

Pictures:

#1

Teacher says: Calling on a student, *what sound(s) does bread begin with?* (allow a student to respond) **Correct** (If not correct, repeat word allowing student another opportunity to hear the beginning sound). When the student gives a correct response, teacher prints and says /br/. Then the students print and say /br/.

In book three, the beginning sounds continue to focus on blends and phonograms (diphthongs). Have students circle the two letter combination if it is a blend and underline it if it is a phonogram/diphthong. Ask students, *does bread begin with a blend or a phonogram/diphthong?* (allow a student to respond but correct them if he/she is incorrect) *bread—circle “br” (blend)*

Continue same format

#2 pretzel— circle “pr”- blend

#3 chain—underline “ch” - phonogram

#4

Teacher says: Calling on a student, *what is the picture?* (*graph*—help identify picture if necessary) **Sound it out.** (Allow the student to sound out the word independently, but assist if he/she struggles.) Write each sound on the line as the student gives them to you- one sound on each line. (*g-r-a-ph*) Students copy you by writing the sounds on their lines. Once you have written the word, go back with the students pointing to each sound, saying them again, and then blending them together to hear the word. **Circle “gr” a blend; underline “ph” a phonogram**

Continue same format with questions #5-9

#5 h-a-mm-er...divide syllables between the “mm”; underline “er” a two letter phonogram

#6 ph-o-n-e...underline “ph” which is a two letter phonogram; double underline silent “e” and draw a line with an arrow to the “o”; write a 2 above the “o” to indicate it is making its second/long sound

#7 w-i-tch...underline “tch” a three letter phonogram

#8 ow-l...underline “ow” a two letter phonogram

****Other suggestions:** As you teach the various phonemic awareness skills, use the pictures to incorporate these skills. ie: clapping syllables & identifying/printing ending sounds.

****After you complete the worksheet, you can give a rhyming word and have the students identify the correct picture.** ie: say rake and have students identify cake.

****You can have the students trace the numbers as you go along.**

****Once finished with the language arts portion, you can add a math component.**

IE: Tell me the picture that is on number 5, which picture comes between 2 and 3, which picture is one more than 4, etc.

Francine Swickheimer
Treasures For Teachers
www.treasuresforteachers.com

Copy Cat #110

Narrative to accompany child's worksheet

Teacher completes the worksheet on the overhead as each student completes his/her copy at his seat. Copy Cat is typically completed whole group.

Once students learn the "copy cat" rhyme, they will chant along with you when you begin chanting.

Let's play copy cat just for fun. We'll copy Mrs. (insert teacher's name) she's the one. Whatever she says, we'll do the same, 'cause that's how we play the copy cat game.

Teacher says: ***Let's kiss our brains before we get started. It's important to use our brain when playing copy cat so it will remember how to print and make the sounds of our phonograms. Feet on the floor, backs building block straight, deep breath, eyes on me. Point to first phonogram. I say /ph/ a two letter /ph/, you say***

Student says: /ph/ a 2 letter /ph/

Teacher prints & says: ***Trace /ph/***

Students print & say: /ph/

Continue for remaining phonograms.

Pictures:

#1

Teacher says: Calling on a student, ***what sound(s) does quarter begin with?*** (allow a student to respond) ***Correct*** (If not correct, repeat word allowing student another opportunity to hear the beginning sound). When the student gives a correct response, teacher prints and says /qu/. Then the students print and say /qu/.

In book three, the beginning sounds continue to focus on blends and phonograms (diphthongs). Have students circle the two letter combination if it is a blend and underline it if it is a phonogram/diphthong. Ask students, does quarter begin with a blend or a phonogram/diphthong? (allow a student to respond but correct them if he/she is incorrect) ***quarter—underline "qu" (phonogram)***

Continue same format

#2 train—circle "tr" - blend

#3 scarf-circle "sc" - blend

Copy Cat
#110

#4—9

Teacher says: Calling on a student, ***sound out the word.*** (Allow the student to sound out the word independently, but assist if he/she struggles. Students should work on blending the sounds together after they have sounded it out.) Have the students go back, trace each letter and mark the words as indicated below. Then ask ***which picture does that word match?*** Have the students draw a line to match the word and the picture.

#4 photo—divide syllables between “t” and the second “o”; underline “ph” a two letter phonogram
put a 2 above both o’s to indicate they are making their second/long sound - “o” will usually
make its 2nd sound when it comes at the end of a syllable

#5 gate—double underline silent e and draw a line with arrow to “a” to indicate that silent e’s job is
to make “o” say it’s second/long sound; write a 2 above “a” to indicate it is making its s
econd/long sound

#6 truck—underline two letter phonogram “ck”; circle “tr” a blend

#7 pearl—underline three letter phonogram “ear”

#8 hook—underline two letter phonogram “oo”

#9 watch—underline three letter phonogram “tch”

****Other suggestions:** As you teach the various phonemic awareness skills, use the pictures to
incorporate these skills. ie: clapping syllables & identifying/printing ending sounds.

****After you complete the worksheet, you can give a rhyming word and have the students identify
the correct picture. ie: say rake and have students identify cake.**

****You can have the students trace the numbers as you go along.**

****Once finished with the language arts portion, you can add a math component.**

IE: Tell me the picture that is on number 5, which picture comes between 2 and 3,
which picture is one more than 4, etc.

Francine Swickheimer
Treasures For Teachers
www.treasuresforteachers.com

Copy Cat #111

Narrative to accompany child's worksheet

Teacher completes the worksheet on the overhead as each student completes his/her copy at his seat. Copy Cat is typically completed whole group.

Once students learn the "copy cat" rhyme, they will chant along with you when you begin chanting.

Let's play copy cat just for fun. We'll copy Mrs. (insert teacher's name) she's the one. Whatever she says, we'll do the same, 'cause that's how we play the copy cat game.

Teacher says: ***Let's kiss our brains before we get started. It's important to use our brain when playing copy cat so it will remember how to print and make the sounds of our phonograms. Feet on the floor, backs building block straight, deep breath, eyes on me. Point to first phonogram. I say /ph/ a 2 letter /ph/, you say***

Student says: /ph/ a 2 letter /ph/

Teacher prints & says: ***Trace /ph/***

Students print & say: /ph/

Continue for remaining phonograms.

Pictures:

#1

Teacher says: Calling on a student, ***what sound(s) does church begin with?*** (allow a student to respond) ***Correct*** (If not correct, repeat word allowing student another opportunity to hear the beginning sound). When the student gives a correct response, teacher prints and says /ch/. Then the students print and say /ch/.

In book three, the beginning sounds continue to focus on blends and phonograms (diphthongs). Have students circle the two letter combination if it is a blend and underline it if it is a phonogram/diphthong. Ask students, does church begin with a blend or a phonogram/diphthong? (allow a student to respond but correct them if he/she is incorrect) ***church—underline "ch" (phonogram)***

Continue same format

#2 flowers— circle "fl" - blend

#3 sheep—underline "sh" - phonogram



Copy Cat
#111

#4

Teacher says: Calling on a student, *what is the picture?* (*phone-* help identify picture if necessary)
Sound it out. (Allow the student to sound out the word independently, but assist if he/she struggles.)

Write each sound on the line as the student gives them to you- one sound on each line. (*ph-o-n-e*) Students copy you by writing the sounds on their lines. Once you have written the word, go back with the students pointing to each sound, saying them again, and then blending them together to hear the word.

Underline “ph” a two letter phonogram; double underline silent e and draw a line with an arrow to “o”; write a 2 above the “o” indicating it is making its second/long sound. “o” will usually make its second/long sound when it comes at the end of a syllable.

Continue same format with questions #5-9

#5 h-a-tch...underline “tch” a three letter phonogram

#6 st-oo-l...circle “st” which is a blend; underline “oo” a two letter phonogram

#7 p-a-tch...underline “tch” a three letter phonogram

#8 r-a-z-or-divide syllables between “a” and “z”; write a 2 above “a” indicating it is making its second/long sound; “a” usually makes its second/long sound when it comes at the end of a syllable; underline “or” a two letter phonogram

****Other suggestions:** As you teach the various phonemic awareness skills, use the pictures to incorporate these skills. ie: clapping syllables & identifying/printing ending sounds.

****After you complete the worksheet, you can give a rhyming word and have the students identify the correct picture. ie: say rake and have students identify cake.**

****You can have the students trace the numbers as you go along.**

****Once finished with the language arts portion, you can add a math component.**

IE: Tell me the picture that is on number 5, which picture comes between 2 and 3, which picture is one more than 4, etc.

Francine Swickheimer
Treasures For Teachers
www.treasuresforteachers.com

Copy Cat #112

Narrative to accompany child's worksheet

Teacher completes the worksheet on the overhead as each student completes his/her copy at his seat. Copy Cat is typically completed whole group.

Once students learn the "copy cat" rhyme, they will chant along with you when you begin chanting.

Let's play copy cat just for fun. We'll copy Mrs. (insert teacher's name) she's the one. Whatever she says, we'll do the same, 'cause that's how we play the copy cat game.

Teacher says: ***Let's kiss our brains before we get started. It's important to use our brain when playing copy cat so it will remember how to print and make the sounds of our phonograms. Feet on the floor, backs building block straight, deep breath, eyes on me. Point to first phonogram. I say /ph/ a 2 letter /ph/, you say***

Student says: /ph/ a two letter /ph/

Teacher prints & says: ***Trace /ph/***

Students print & say: /ph/

Continue for remaining phonograms.

Pictures:

#1


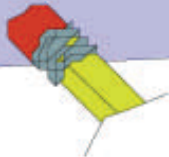
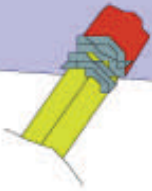
Teacher says: Calling on a student, ***what sound(s) does swing begin with?*** (allow a student to respond) ***Correct*** (If not correct, repeat word allowing student another opportunity to hear the beginning sound). When the student gives a correct response, teacher prints and says /sw/. Then the students print and say /sw/.

In book three, the beginning sounds continue to focus on blends and phonograms (diphthongs). Have students circle the two letter combination if it is a blend and underline it if it is a phonogram/diphthong. Ask students, does swing begin with a blend or a phonogram/diphthong? (allow a student to respond but correct them if he/she is incorrect) ***swing—circle "sw" (blend)***

Continue same format

#2 cheese—underline "ch" - phonogram

#3 wheat—underline "wh" - phonogram



Copy Cat #112

#4

Teacher says: Calling on a student, sound out the first word **s-a-t**. (Provide the student with assistance if needed.) Once the child sounds out the word, have him/her blend the sounds together to make the word **sat**. Do the same for the next two words **s-i-t...sit**; **s-a-t...sat**. Teacher asks: **Which two words are the same?** (response: first and last). Have the students color the two boxes of the words that are the same.

Follow the same format for #5-8

#9

Teacher says: Calling on a student, *what is the picture?* (*match*—help identify picture if necessary) **Sound it out.** (Allow the student to sound out the word independently, but assist if he/she struggles.) Write each sound on the line as the student gives them to you- one sound on each line. (*m-a-tch*) Students copy you by writing the sounds on their lines. Once you have written the word, go back with the students pointing to each sound, saying them again, and then blending them together to hear the word.

Continue same format with question #10

#9 m-a-tch...underline "tch" a three letter phonogram

#10 ph-o-t-o...divide syllables between "t" and the 2nd "o"; underline "ph" a two letter phonogram; write a 2 above both "o's" to indicate they are making their second/long sound

****Other suggestions:** As you teach the various phonemic awareness skills, use the pictures to incorporate these skills. ie: clapping syllables & identifying/printing ending sounds.

****After you complete the worksheet, you can give a rhyming word and have the students identify the correct picture.** ie: say rake and have students identify cake.

****You can have the students trace the numbers as you go along.**

****Once finished with the language arts portion, you can add a math component.**

IE: Tell me the picture that is on number 5, which picture comes between 2 and 3, which picture is one more than 4, etc.



Francine Swickheimer
Treasures For Teachers
www.treasuresforteachers.com

