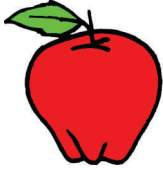



Name _____

A C a c A


C a c A c




1 _____




2 _____




3 _____




4 _____




5 _____



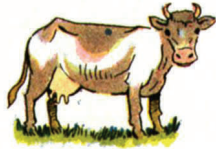
6 _____



7 _____



8 _____



9 _____

Name _____

G g

o

G


O

G o


g

g

O




1 _____



2 _____




3 _____

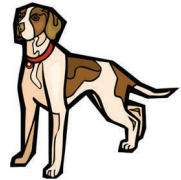


4 _____

6. dog




7. fog




Name _____

h *H* *i* *h* *I*


i *i* *H* *I* *h*




1 _____



2 _____

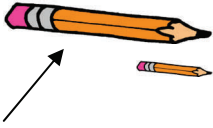


3 _____





4 _____

6. _____




7. _____



5 _____

8. _____



Copy Cat #1

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 /a/ (use all 3 sounds according to Spalding), you say***

Student says: /a/

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

Continue with same format while introducing each of the upper and lower case "a & c". 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 /a/. (Remember to use all sounds of /a/.) You say***

Students say: /a/


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

Students print & say: /a/

Continue for remaining phonograms.



Copy Cat #1



Pictures:

#1

Teacher says: Calling on a student, **what sound does apple 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 /a/ writing both the upper and lower case Aa. Then the students print and say /a/ writing both upper and lower case Aa.

#2

Teacher says: Calling on a student, **what sound does cat 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 /c/ writing both the upper and lower case Cc. Then the students print and say /c/ writing both upper and lower case Cc.

#3

Teacher says: Calling on a student, **what sound does car 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 /c/ writing both the upper and lower case Cc. Then students print and say /c/ writing both upper and lower case Cc.

Continue same format with questions #4-9

#4 acorns

#5 apron

#6 camera

#7 cake

#8 ant

#9 cow

****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 #12

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 /g/, (use both sounds) you say***

Student says: /g/

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

Students print & say: /g/

Continue for remaining phonograms.

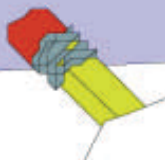
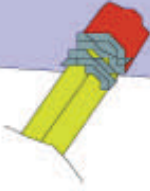
Pictures:

#1

Teacher says: Calling on a student, ***what sound does grill 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 /g/ writing both the upper and lower case Gg. Then the students print and say /g/ writing both upper and lower case Gg.

#2

Teacher says: Calling on a student, ***what sound does flower 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 /f/ writing both the upper and lower case Ff. Then the students print and say /f/ writing both upper and lower case Ff.



Copy Cat
#12



Continue same format with questions #3-5

#3 ox

#4 drum

#5 carrot

#6

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.) ***Which picture does that word match?*** Have the students draw a line to match the word and the picture.

#7

Continue the same format

****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 #23

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 /h/, you say***

Student says: /h/

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

Students print & say: /h/

Continue for remaining phonograms.

Pictures:

#1

Teacher says: Calling on a student, ***what sound does acorn 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 /a/ (use all three sounds) writing both the upper and lower case Aa. Then the students print and say /a/ writing both upper and lower case Aa.

#2

Teacher says: Calling on a student, ***what sound does coat 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 /c/ writing both the upper and lower case Cc. Then the students print and say /c/ writing both upper and lower case Cc.



Copy Cat
#23

Continue same format with questions #3-5

#3 icicle

#4 hen

#5 sock

#6

Teacher says: Calling on a student, *what is the picture?* (*Big*—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. 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 the same format

#7 sod

#8 egg—double “g” is written on one line since together they make one sound—I teach students that “g” is sometimes doubled when it comes at the end of a one syllable word

****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