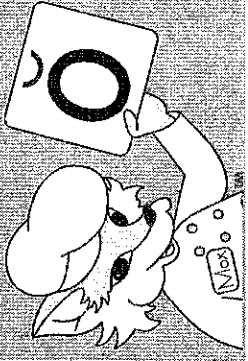


# Mox's Shop



👉 Complete each word to rhyme with **fog**, then say the word.  
Hint: Use the picture clues to help.

1.



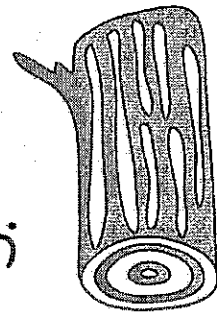
fog

2.



dog

3.



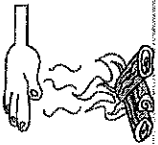
log

4.



frog

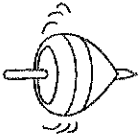
Word Bank



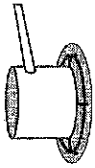
hot



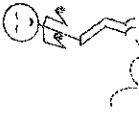
mop



top



pot



hop



cot

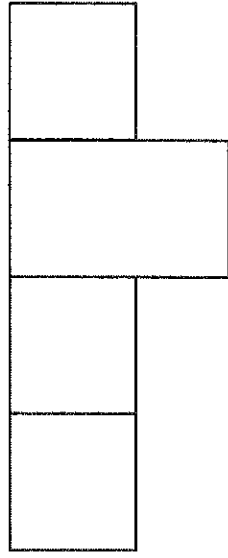
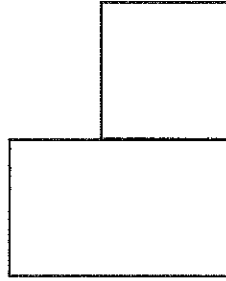
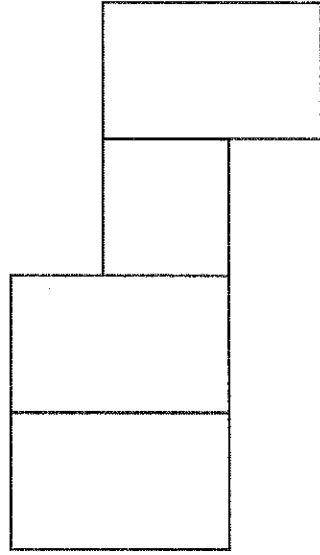
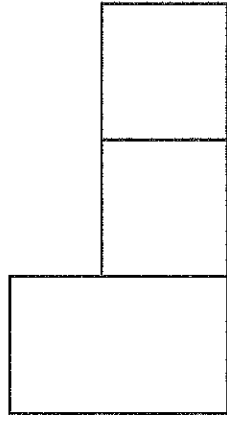
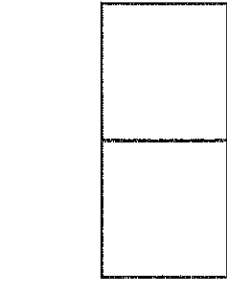
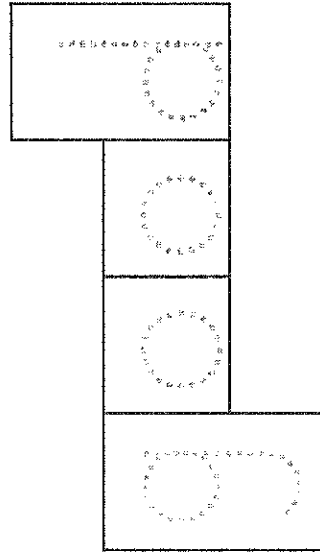
In the blanks below, write the words that end with **ot**, then say the words.

In the blanks below, write the words that end with **op**, then say the words.

Name \_\_\_\_\_

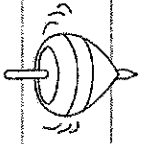
 Write these words in the correct shapes, then say the words.

says they good we too do



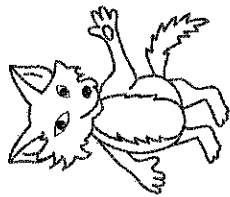
Name \_\_\_\_\_

short o top



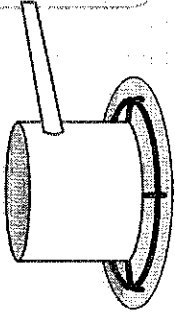
Write the missing short vowel in each word,  
then say the word.

1.



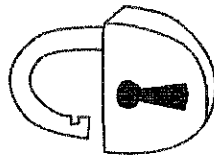
f \_ x

2.



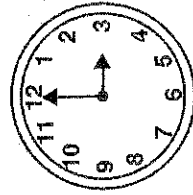
t \_ p

3.



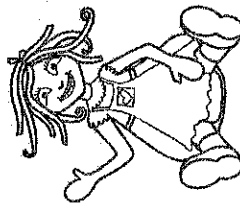
l \_ c k

4.



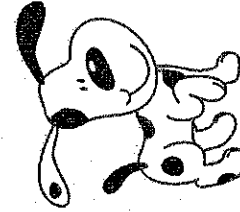
o c k

5.




g \_ l

6.



d \_ g

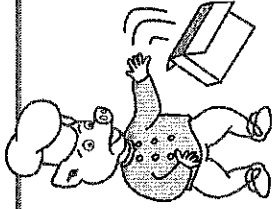
 **BRAINWORK!** Circle the words that rhyme.



Name \_\_\_\_\_

☞ Circle the word that best completes the sentence,  
then write the word in the blank.

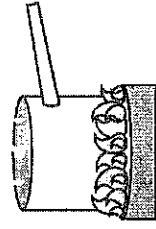
1. He drops the \_\_\_\_\_



bet  
fox  
box

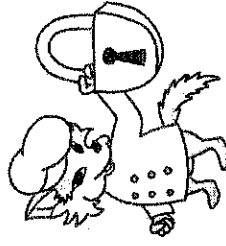
2. The \_\_\_\_\_

is hot.



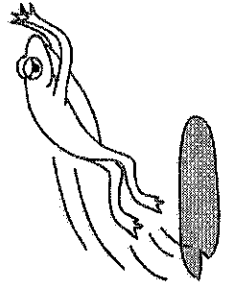
got  
pot  
pat

3. The fox has a \_\_\_\_\_



lock  
lick  
lot

4. The frog \_\_\_\_\_



hops  
hot  
hats



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



On the numbered lines, write the words from the Word Bank in ABC order. Use the alphabet above to help you.

**Word Bank**

fox got

hot box

dog cot

1.

2.

3.

4.

5.

6.

**BRAINWORK!** Write two or more words from the Word Bank that rhyme.



Short Vowels (CVC)

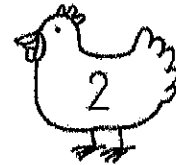
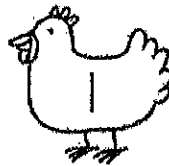
Name: \_\_\_\_\_

Write e on the lines.



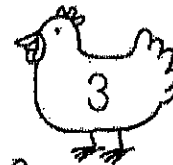
# Hens on the Bed

Ten red hens,  
jumping on the bed.

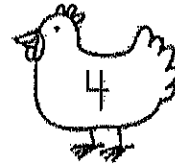


One fell off! The others said,

“Did you hurt your leg?”

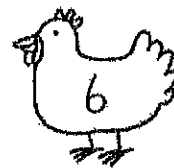
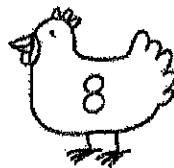
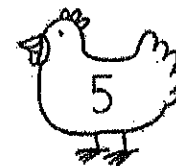


Should we call the vet?”



But the hen said, “No,

the fun’s not over yet!”



Color each **hen** red.  
Count them out loud until you get to **ten**.

Phonics Poetry Pages © 2011 by Kenna Haham, Scholastic Teaching Resources

# Hh

## Hank's Handy Hammer

Inside the toolbox waiting for a chore.

*Hank's handy hammer.*

Tap in a loose nail on the back door.

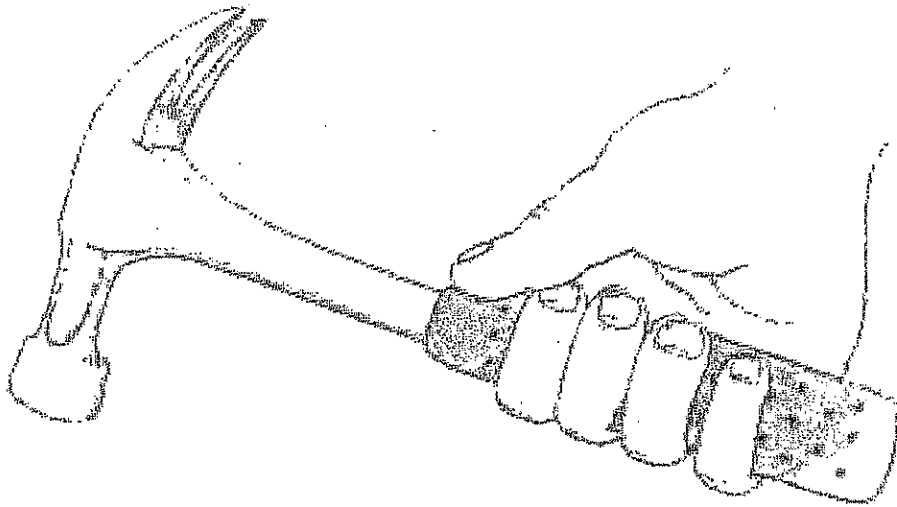
*Hank's handy hammer.*

It can even play a rhythm on the floor.

*Hank's handy hammer.*

This tool is terrific, it has uses galore!

*Hank's handy hammer.*



### Activities

- ✦ Invite children to repeat the /h/ sound several times so they can see how it sounds and feels. As children make the sound, ask them what they think it sounds like (*a laugh, someone running fast, and so on*).
- ✦ Develop vocabulary by looking at new words. What does *galore* mean? Invite children to use the context of the poem to figure out the meaning of the word.
- ✦ Pass out rhythm sticks or blocks for children to tap the rhythm of the rhyme as they read it. They will be hammering just like Hank!
- ✦ Sing the old song "If I Had a Hammer." Have children write about what they would build if they had one.



# L

## Little Loving Lambs

Small in size with hearts full of care.

*Little loving lambs.*

Friends to animals everywhere.

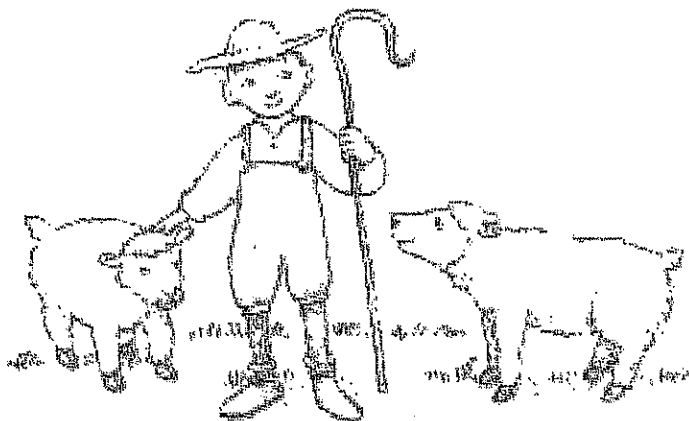
*Little loving lambs.*

Living in peace on a gentle green farm.

*Little loving lambs.*

The shepherd's there to keep them from harm.

*Little loving lambs.*



### Activities

- \* Discuss the poem together. Ask, *What feelings do you have when you hear or say it?* Most children will say it feels peaceful or calm. Read a different poem, such as *Jiggly Jolly Jellyfish*, and compare the feeling it suggests. Talk about the power of words and how they can affect how we feel.
- \* Ask children to find another word in the poem that starts with L.
- \* Put on soft music and use the poem as a playlet. Half the children act out the poem as the other half recites it.
- \* Ask, *What if the alliterative line was "Looney little lion" and the poem was about a Lion who Likes to play Little League by Lamp Light?* Create a new poem together using as many L words as possible!

# Ww

## Wild Winter Weather

Whirling around in the wind—it's snow!

*Wild winter weather.*

We bundle up from head to toe.

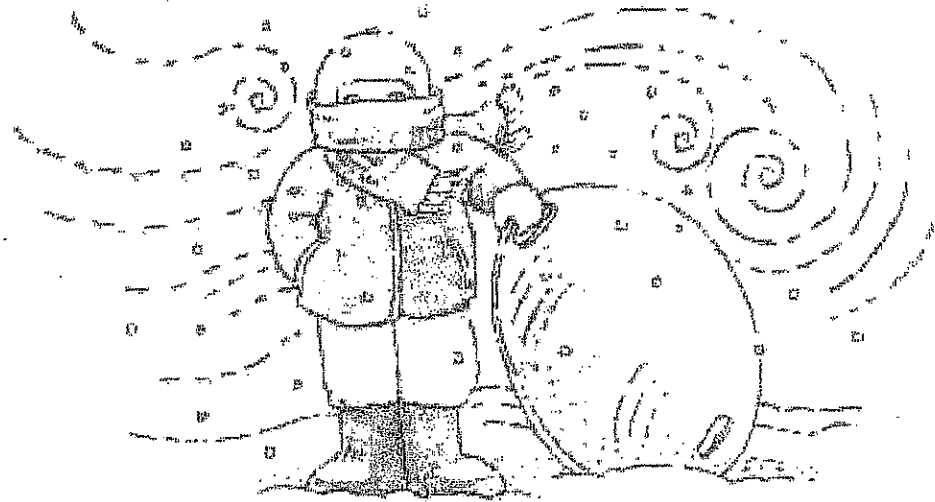
*Wild winter weather.*

Maybe tomorrow we won't go to school.

*Wild winter weather.*

To play in a snowbank—now that would be cool!

*Wild winter weather.*



### Activities

- ✦ Ask children to imitate wind *whooshing* by making the *W* sound! Children can pretend to be out in the cold, shaking in the wild, wintry wind.
- ✦ Help children find the words that rhyme in the poem.
- ✦ Ask, *When you look out a real or imaginary winter window, what do you see?* Ask children to draw and write about a wild winter wonderland. Ask, *What color starts with W and is a "wintery" color?* Put out white paint and dark construction paper for children to create their windows.

# Xx

## Xavier's X-Ray Experience

Waking one morning his eyes felt so strange.

*Xavier's X-ray experience.*

He found he could see in an interesting way.

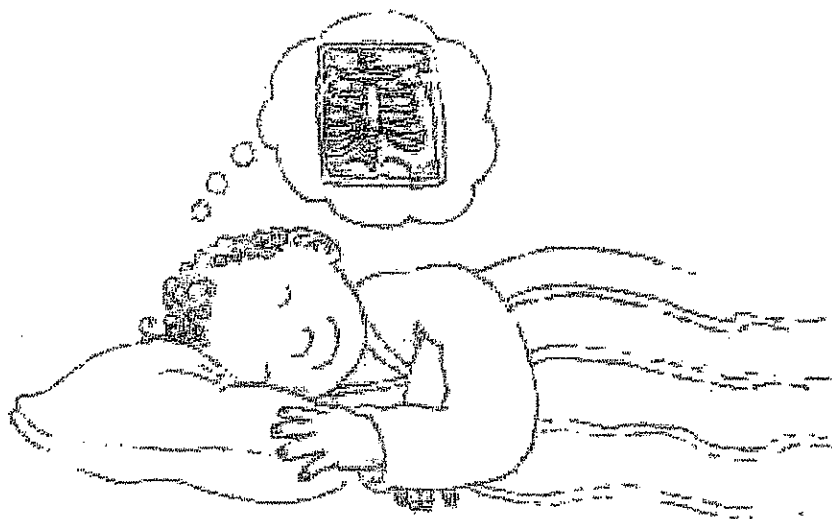
*Xavier's X-ray experience.*

Seeing through objects was super-extreme.

*Xavier's X-ray experience.*

But he was still sleeping—it was only a dream!

*Xavier's X-ray experience.*



### Activities

- Ask children what is different about this poem. (*There are very few words in English that start with this letter and sound!*) Help children find those words in the poem. Point out that many words start with *ex*, like *extreme*. Invite children to brainstorm a list of *ex* words and use them throughout the day and week (*excellent, explode, express*).
- Encourage children to imagine having X-ray vision like Xavier. Ask, *What would you do if you had X-ray vision? How would you feel? Draw a picture and write or tell a story about it!*

# Ee

## Eggplants to Eat and Enjoy

They're purple and plump, they grow on a vine.

*Eggplants to eat and enjoy.*

Some people fry them, they taste just fine.

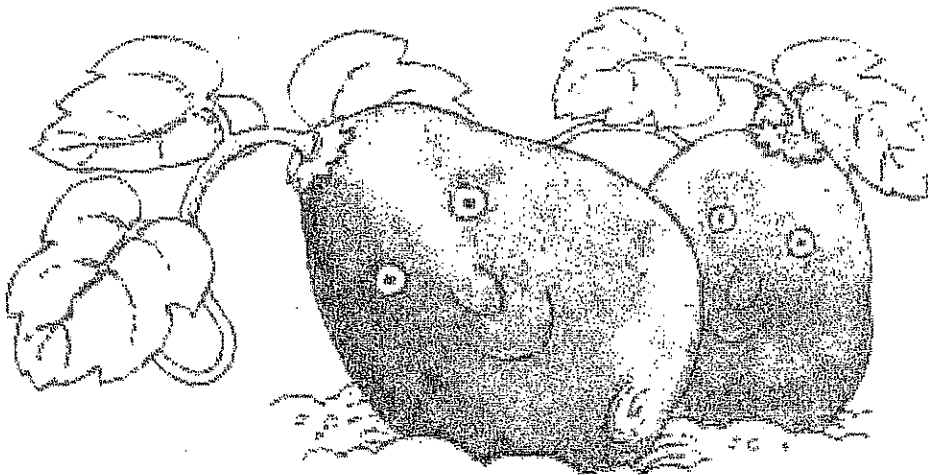
*Eggplants to eat and enjoy.*

Who'd ever eat such an ugly thing?

*Eggplants to eat and enjoy.*

People who love purple everything!

*Eggplants to eat and enjoy.*



### Activities

- \* The letter E can be confusing since it has two different sounds, short and long. Point out the difference between the beginning sounds in the words *eat* and *enjoy*.
- \* Make a list of the ways children have eaten eggplant (eggplant parmesan, eggplant salad, fried eggplant, eggplant on pizza, eggplant in a sandwich, and so on).
- \* Ask, *What would happen if there were a "bumper crop" of eggplant one year and there were millions of extra eggplants?* Have children write or dictate a story about all the extra eggplant!