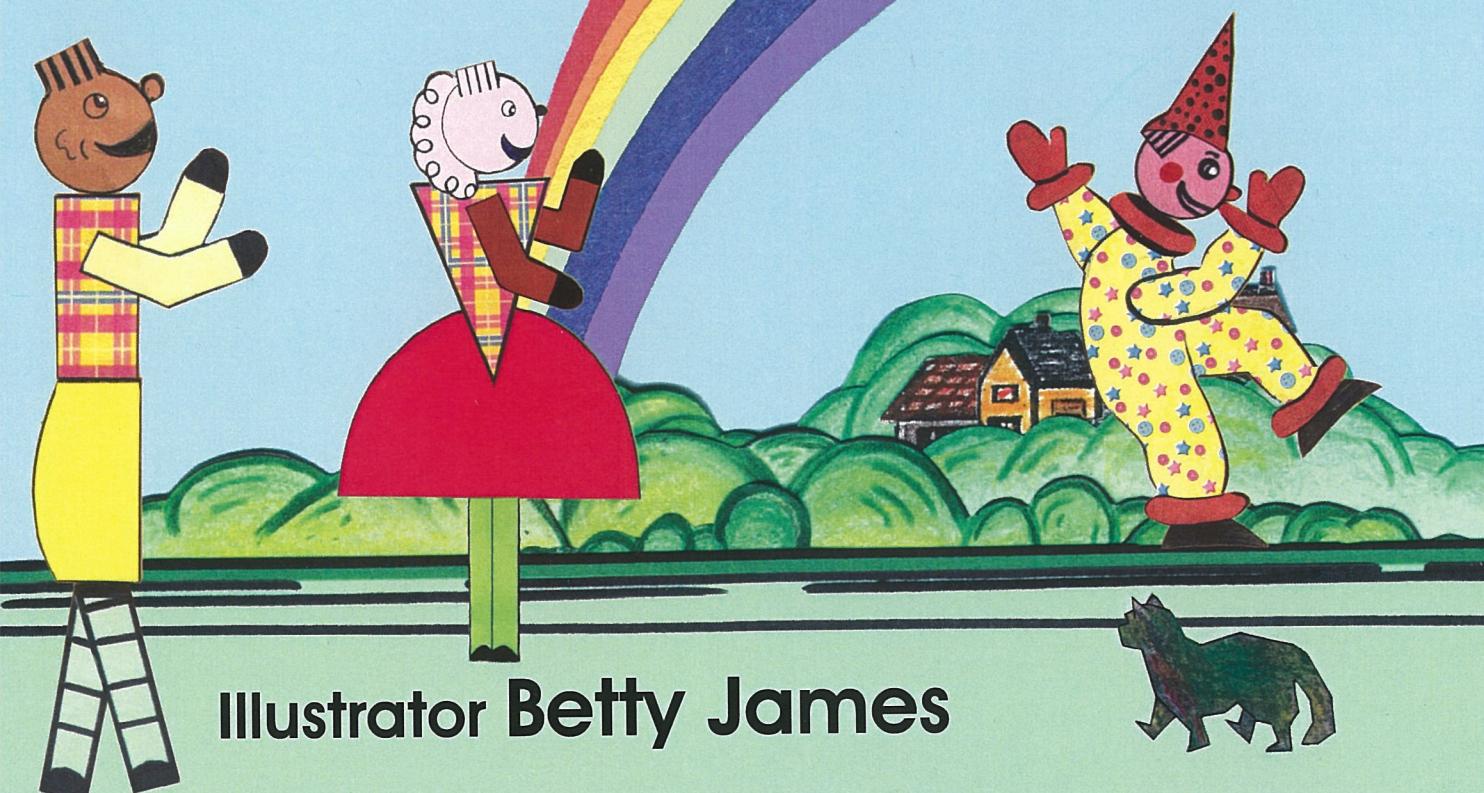


THE PHONICS KIDS IN VERSE

Fun Rhymes That Use
Initial Alphabet Sounds

Author

Gordon James



Illustrator **Betty James**

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Initial Alphabet Sounds**

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To
**Maureen, Shawn and Kevin, who in their early years
of curiosity, learning and experimenting,
prompted the writing of 'The Phonics Kids in Verse.'**

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David Trimble - Technical Advisor

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(The letters 'ph' have the same sound as 'Ff' as in 'fun' or 'phone')

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THE PHONICS KIDS IN VERSE

PREFACE

1. Poetry is for everyone, young and old alike. If it is written within their grasp it can open a new, never-ending experience for children. The primary purpose of these poems is to help young children master the initial phonic sounds necessary to form a basis for reading.
2. Children have a natural love and feeling for rhythm and will learn more when the context of the poems provides fun and enjoyment at their level. These phonic verses have a wealth of interesting motivation and are well within the memorization and reading range of young children.
3. A child will master initial sounds and attain more accurate enunciation by memorizing a fun verse than by repeating unrelated words.

We suggest that you read each verse to the child several times and then initiate a discussion at the appropriate level about the contents. Relate each verse to an experience. Be enthusiastic and keep the conversation and questions interesting. Make reading a diversion from the TV and iPods.

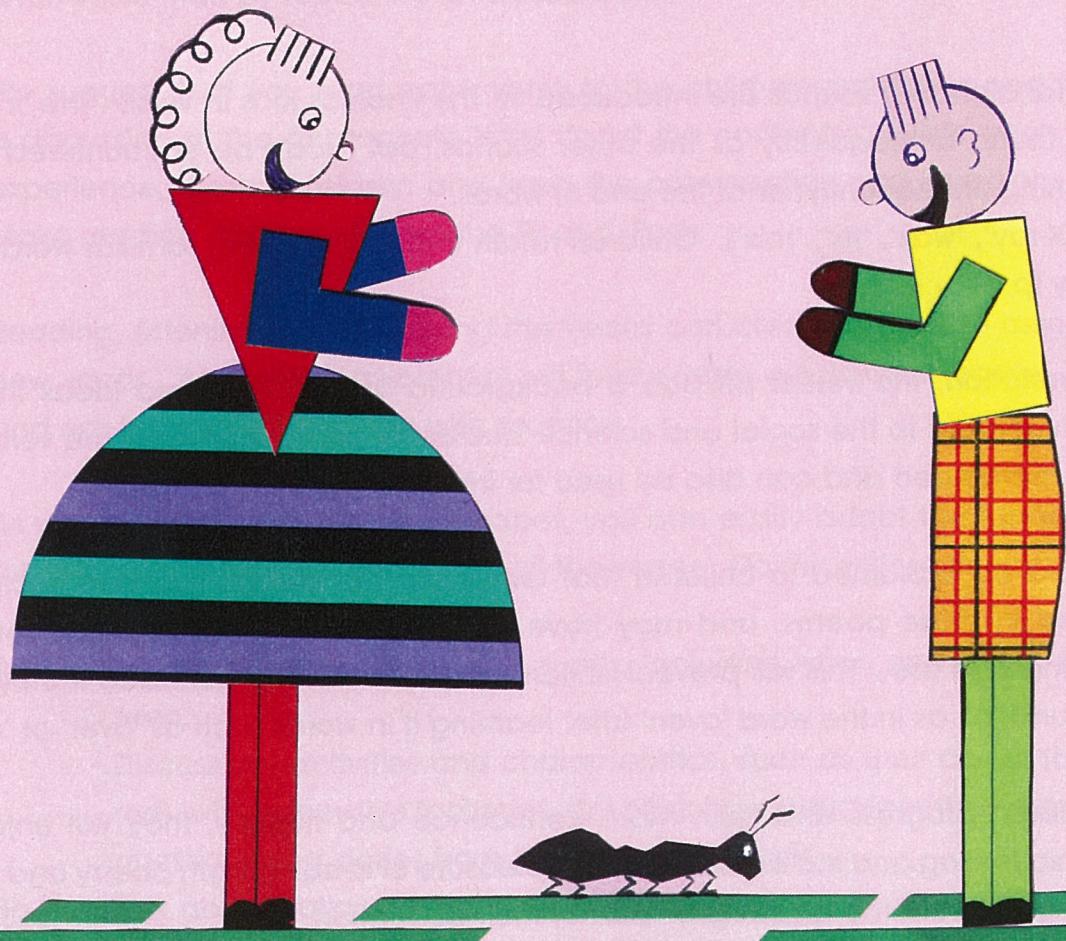
4. Reading, listening and discussing the verses can create a positive association with new words. As a result, awareness will follow more quickly and easily. Enunciation and ear training will improve with practice.
5. As you progress through the alphabet, you can easily adapt the format of the two following examples (Aa and Bb) to all the verses. Do this with enthusiasm.

- Aa - Initiate a conversation about ants, including when and where they can be seen.
 - Discuss ant activities and characteristics, such as their colour (black, white, red); where they live (colonies, ant hills); how industrious they are. Encourage questions and stories from the child about ants.
- Bb - Talk about balloons; discuss why they sometimes burst.
 - Discuss how to make animals and shapes from balloons.
 - Discuss how Bobby feels and ask how the child would feel.

6. General ideas for all verses (choose activities suitable for the child's age):
- Read the verse aloud to the child twice.
 - Have the child clap her/his hands and tap toes or feet to the rhythm in each line as you read.
 - Read the verse again while the child counts the number of times the alphabet sound is heard.
 - Have the child repeat the words along with you as you read.
 - Have the child pretend to be an ant, a frog, a puppet, etc.
 - Encourage memorization of the verse that you are reading.
 - Have the child follow the words in the book as you read.
 - Suggest drawing, colouring or acting out the verse.
7. All initial alphabet sounds are introduced in 'The Phonics Kids in Verse'. The 'x' sound is not found as frequently as the other sounds, but it can be encountered at the beginning (infrequently) or at the end of words.
(e.g. 'X-ray', 'wax', 'fix', 'mix'). Children retain the end sound of familiar words quite readily (p.29).
8. By correlation, the verses provide a background of concepts and ideas that are directly related to the social and science studies for primary grades. The verses are easily memorized and can also be used for improving pronunciation.
9. It should be explained to children that letters are not always sounded exclusively as used in these poems, and may have different sounds, depending upon their meaning and use. This will prevent children from becoming confused if they meet the sound 'o', as in the word 'oven' after learning it in words such as 'over' or 'oh'.
10. As children progress and gain more confidence and fluency, they will enjoy the rhythmic feeling and the excitement and pleasure of reading both poetry and prose. Reading will become an integral part of their education.

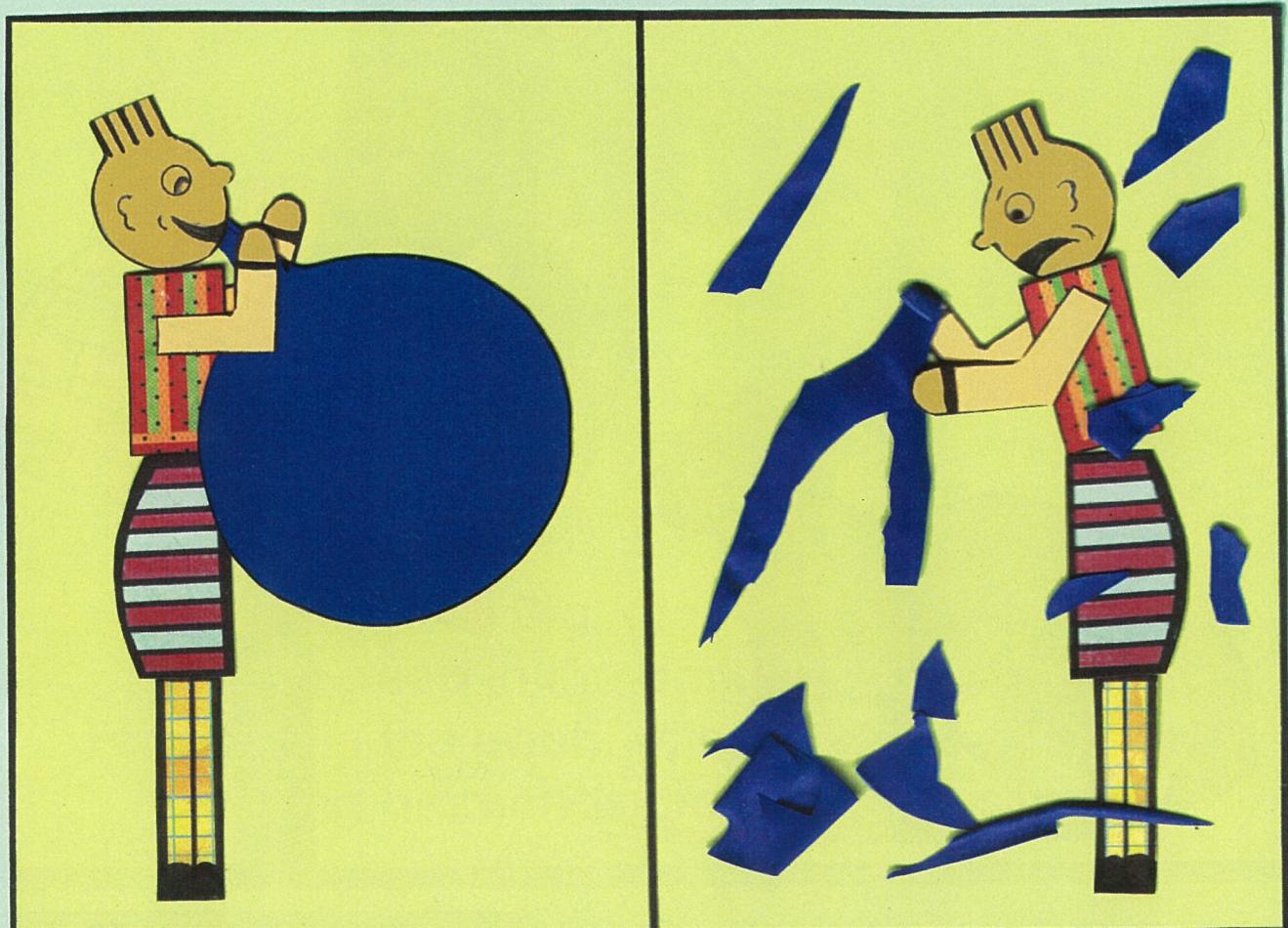
A a

Ask an ant if it lives far away,
And if it has had a long walk.
It would answer I'm sure,
Without stopping, and say,
“Yes indeed, but I've no time to talk”.



B b

**Bobby bought a blue balloon,
He bought it for a penny.
He blew and blew and blew and then ...
It broke in pieces many!**

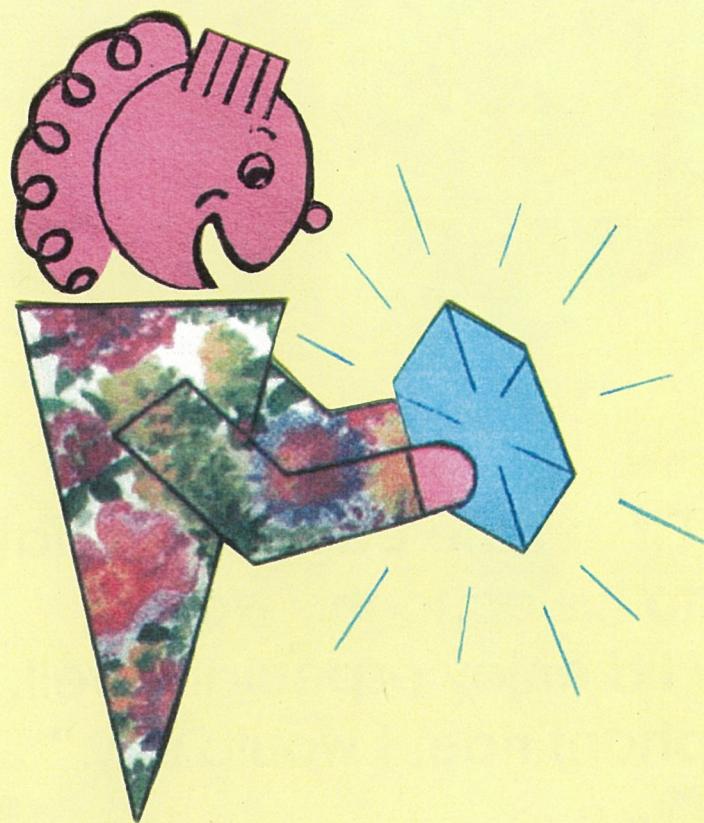


C C

Call the cat, call the cat,
Call the cat named Cabbage.
Did you ever hear such a thing as that,
As a coloured cat named Cabbage?

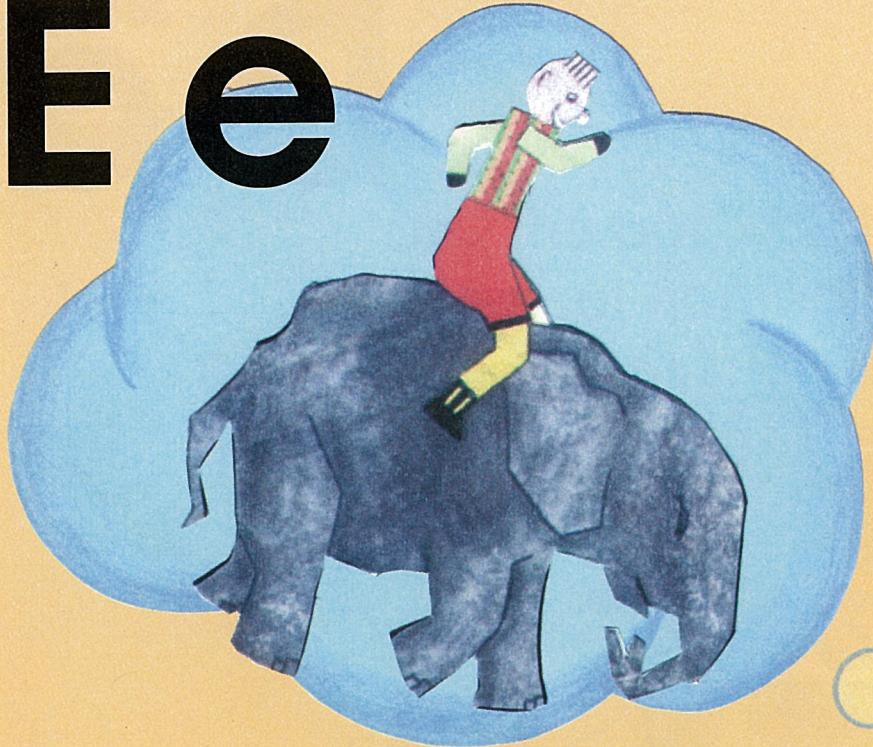


D d

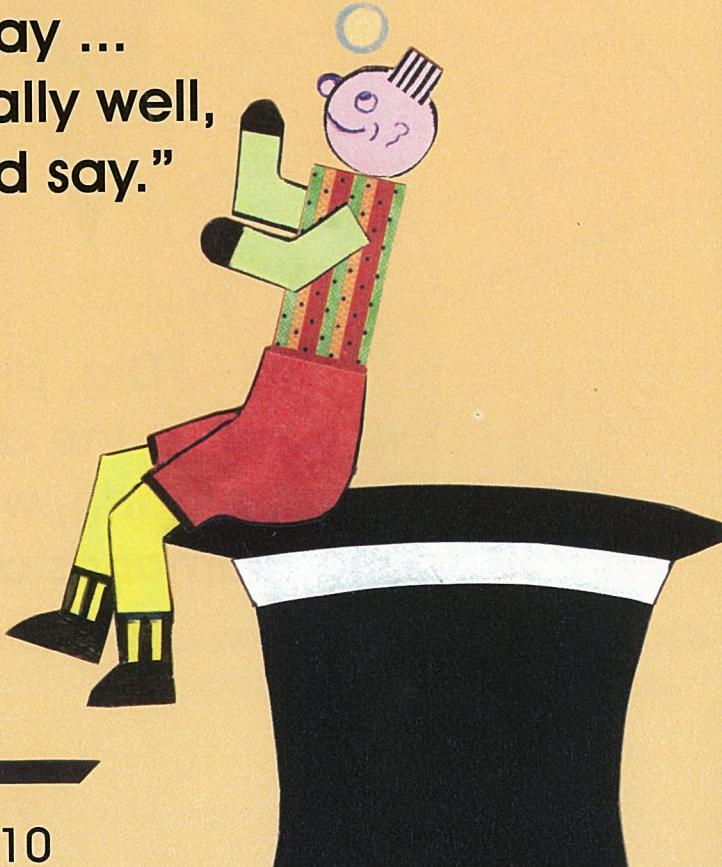


Dig, dig, dig,
Dig deep in the dark, dark ground.
For down in the earth, with the rocks and things,
Dazzling diamonds are sometimes found.

E e



**Emery Elf, on the edge of his hat,
Spoke to his echo this way ...
“Today I’d enjoy especially well,
An elephant ride, I would say.”**

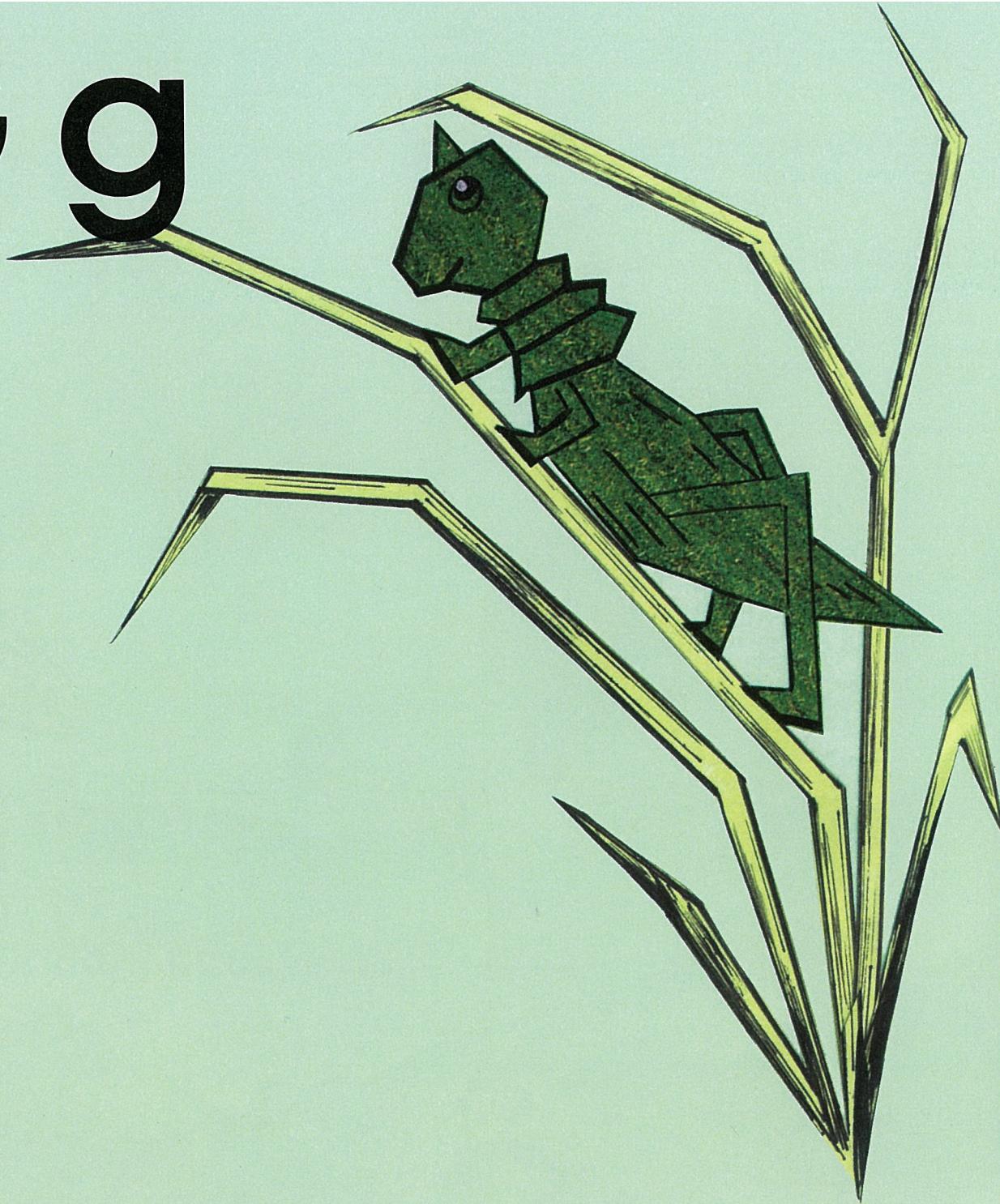


F f

Five funny fish saw four fat frogs,
All speckled with green spots and brown.
The five funny fish flicked their fins at the frogs,
But the frogs only blinked a sad frown.



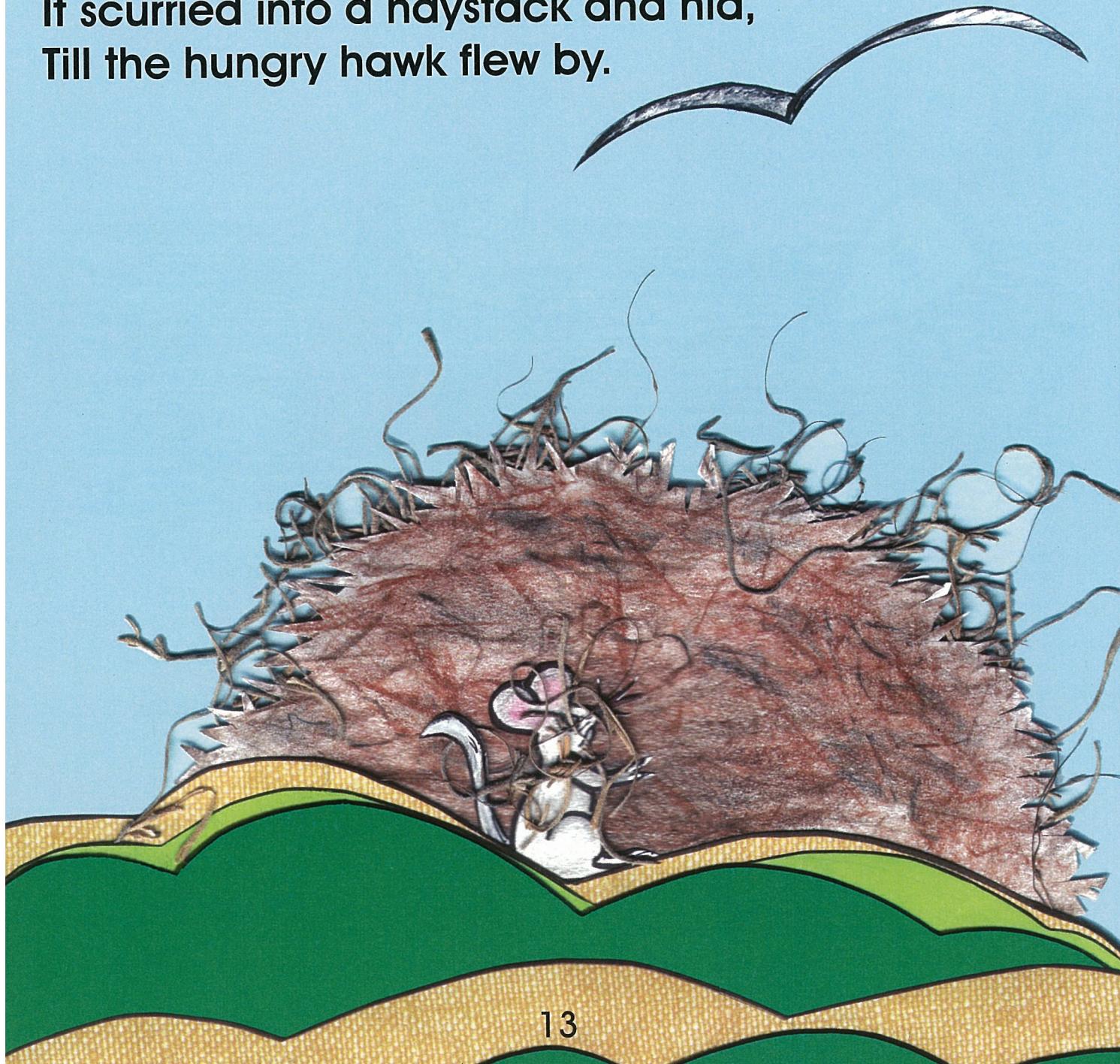
G g



**Grasshopper Gus made a great hop
And landed on a grass blade, right near its top.
He gazed and gazed at the grass field green,
And guessed that it was the greenest he'd seen.**

H h

A hungry hawk flew over the hill,
A field mouse saw it high.
It scurried into a haystack and hid,
Till the hungry hawk flew by.

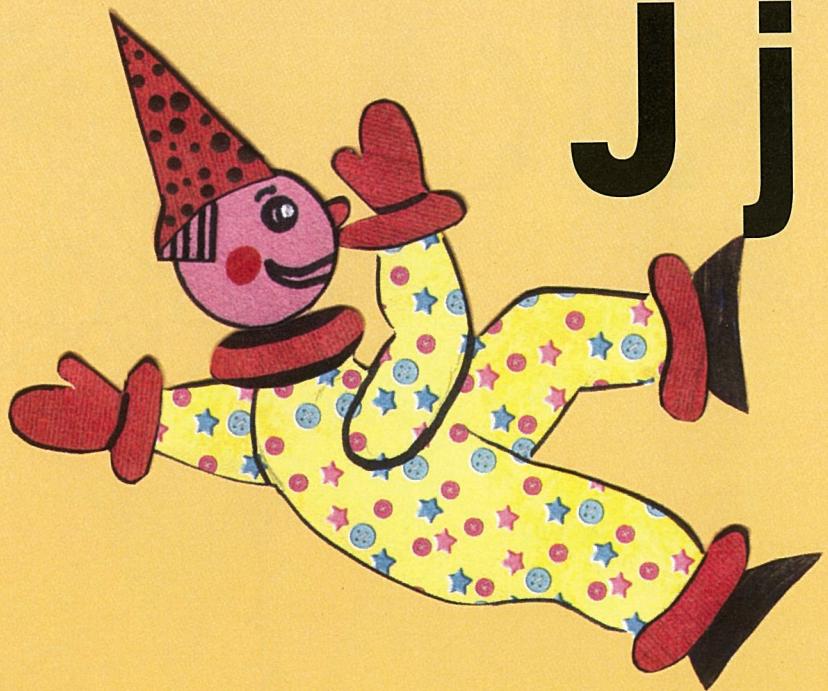


l i



**Ippy the Imp, who sits in the ink,
Is a very sad imp I would think.
No one can tell his eyes from his blink,
Or his blink from his very best wink.**

J j



**Jack and Jim Jacobs
are just new in town,
They're the jolliest pair
I have found.**

**They jump up,
they jump down,
They jump back
and around ...**

**Jack and Jim Jacobs
are clowns.**



K k



My kite keeps flying
so very high,
If it kept on flying
it would reach the sky.
But my kitten keeps tugging
the string in my hand,
And tangles it up
in the twigs in the sand.

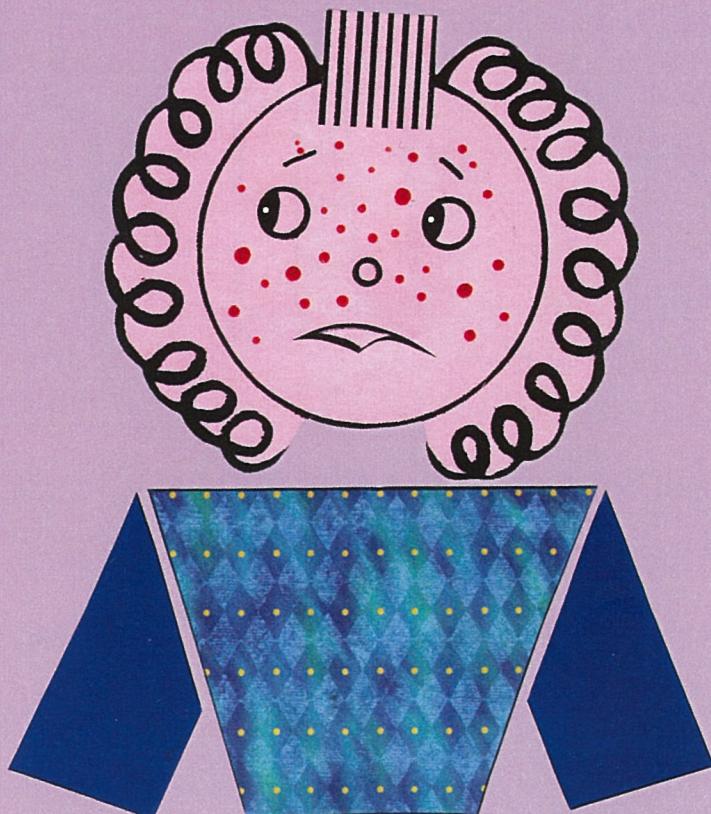
L I



I like lollipops, lollipops red,
I like them a lot, just as I've said.
I like them quite long, but not too little,
And the part I like best, is right in the middle.

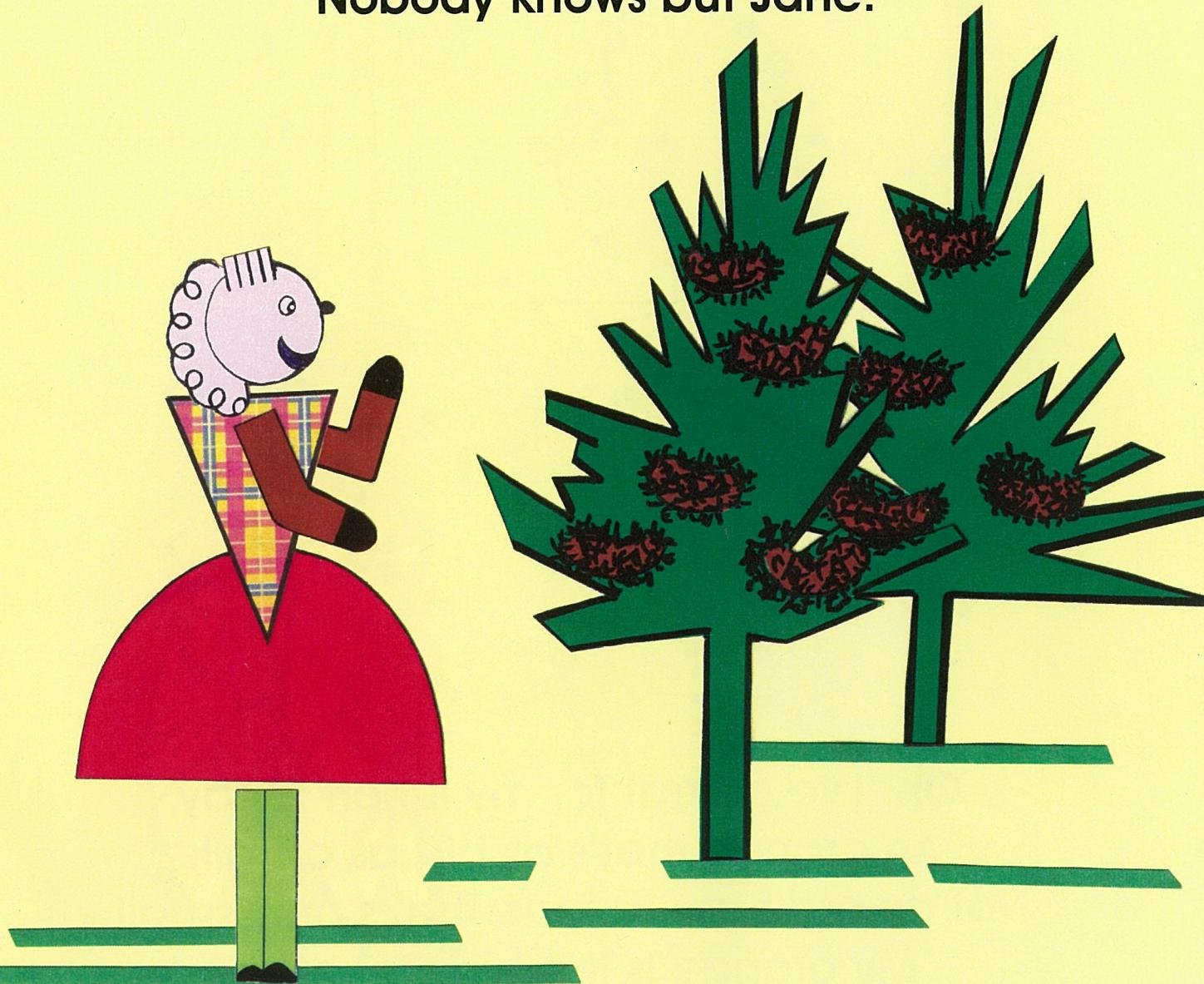
M m

There's a mystery at our house - it's all about me.
My mother's not sure what it is, you see.
My spots are so red, my cheeks are like lumps,
My mother's not sure if it's measles or mumps.



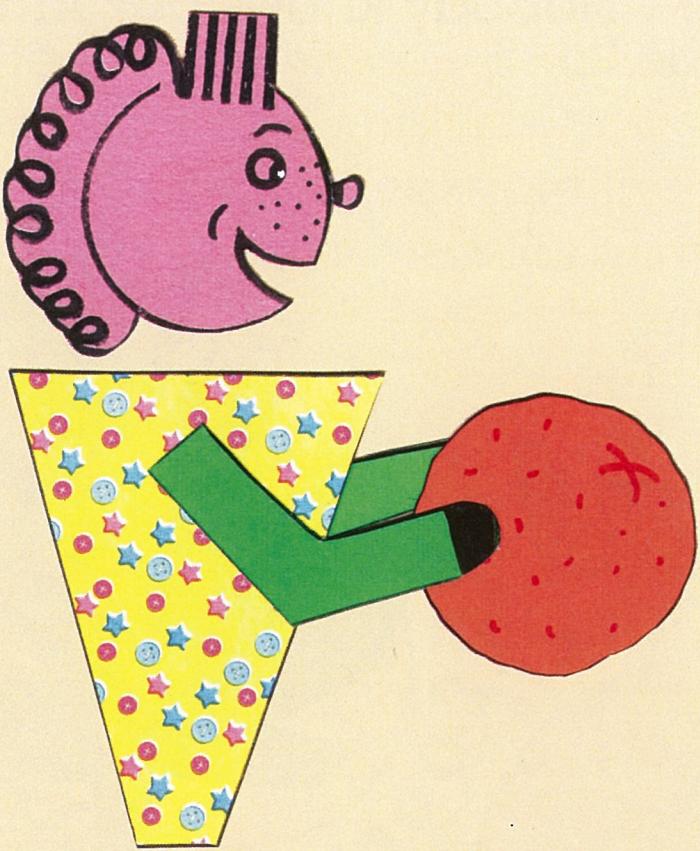
N n

**Nine nests of birds are built near our house,
Where nobody knows but Jane.
In all the neighbourhood nobody knows,
Nobody knows but Jane.**



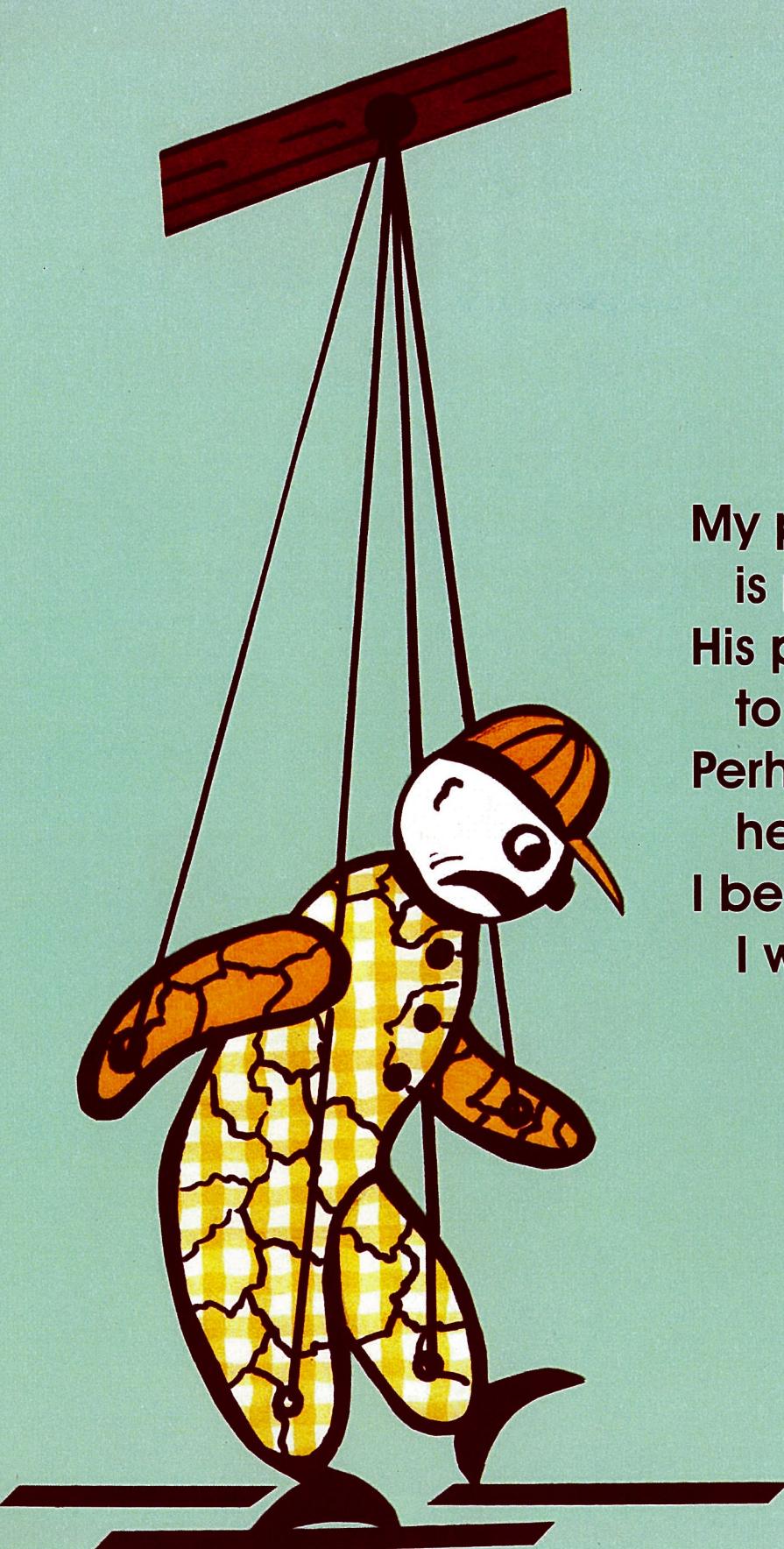
The letters 'kn' in words like knows, knew, knight and knee, start with the sound of 'n'.
The 'k' is silent. There are other 'kn' words and most have a silent 'k'.

O O



Oh, I've a treat for my lunch today,
An orange that's as big as a ball.
Not an ordinary orange that's only small,
My orange is the biggest of all.

P p

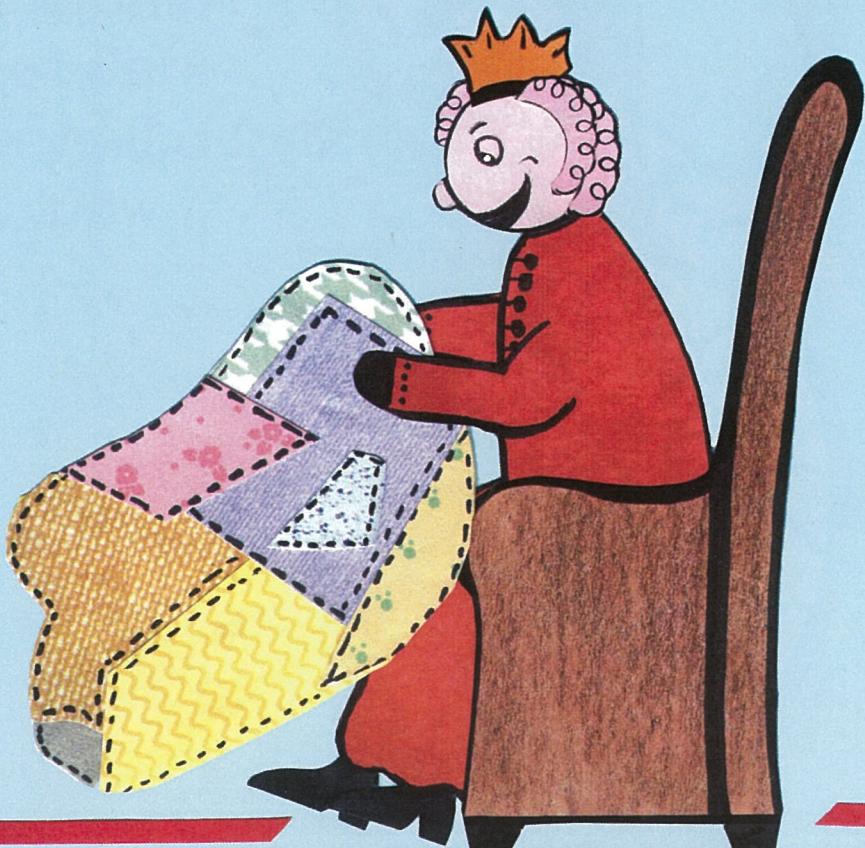


**My painted puppet
is plainly upset.
His paint has begun
to peel.
Perhaps that is why
he's so pale and sad,
I believe that's the way
I would feel.**

Q q



In the land of Question,
there's quite an old Queen,
Whose kingdom's a quarter-mile long.
She's a quiet old Queen and not very quick,
And she quilts from midnight till dawn.



R r

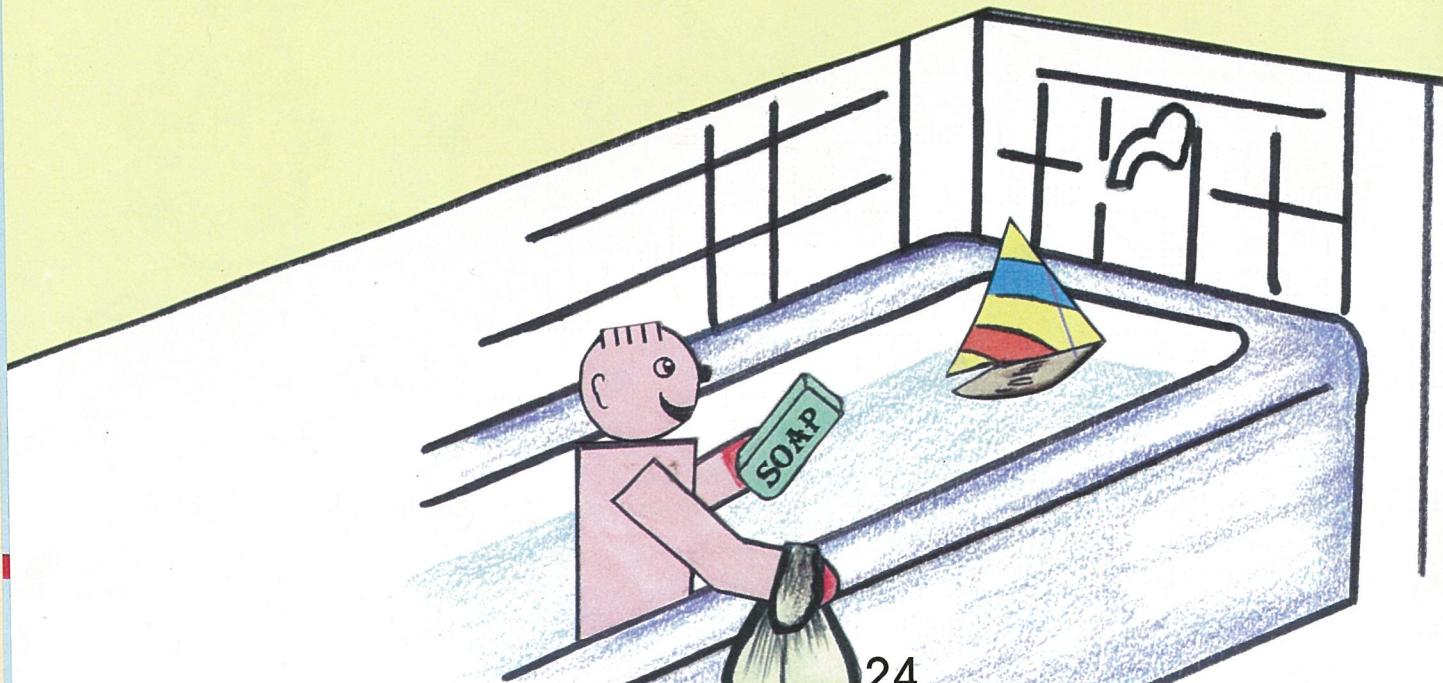
Red rainbows I've seen, right after a rain,
That reach 'round the sky to our lane.
Red rainbows I've followed for I've been told,
At the end there's a rich pot of gold.



S s



There's a song that I sing when I sit in the tub,
And splash and spray and soap and scrub.
It's about a seal with a sparkling eye,
That splashes the water and hides, 'cause he's shy



T t



**Tonight is the night that I think is best,
Tonight will be better than all the rest.
Tonight is the night that Tommy and I,
Sleep in our tent out under the sky!**



U U

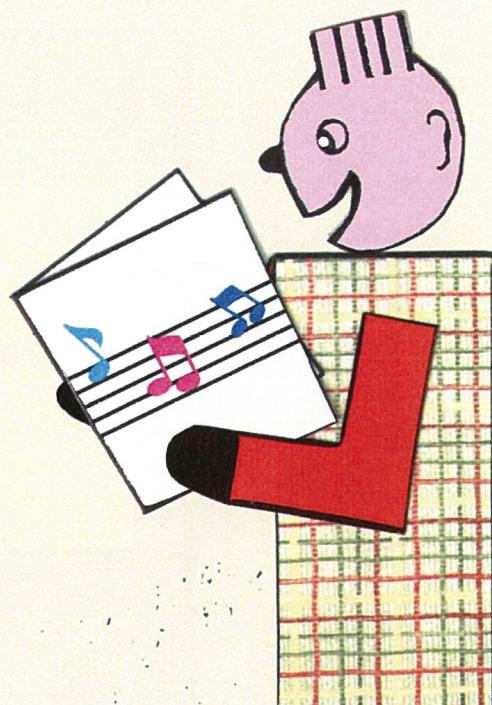


**Uncle Upset sits without a care,
Under the clouds in the fresh spring air.
Uncle Upset sits with his short, short hair,
Watching the clouds in his rocking chair.**



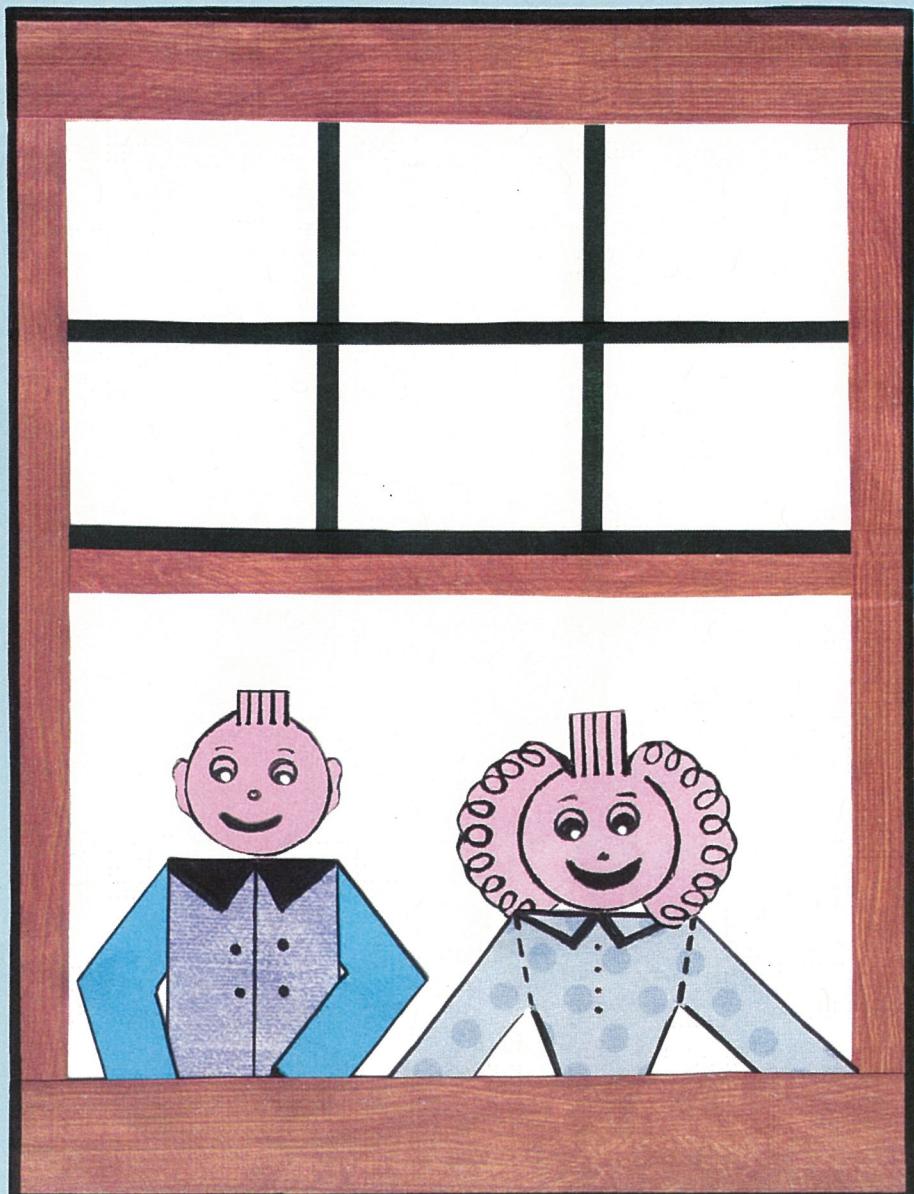
V v

Very, very, very few
In all the village knew,
That yesterday I learned to sing,
A very, very important thing!



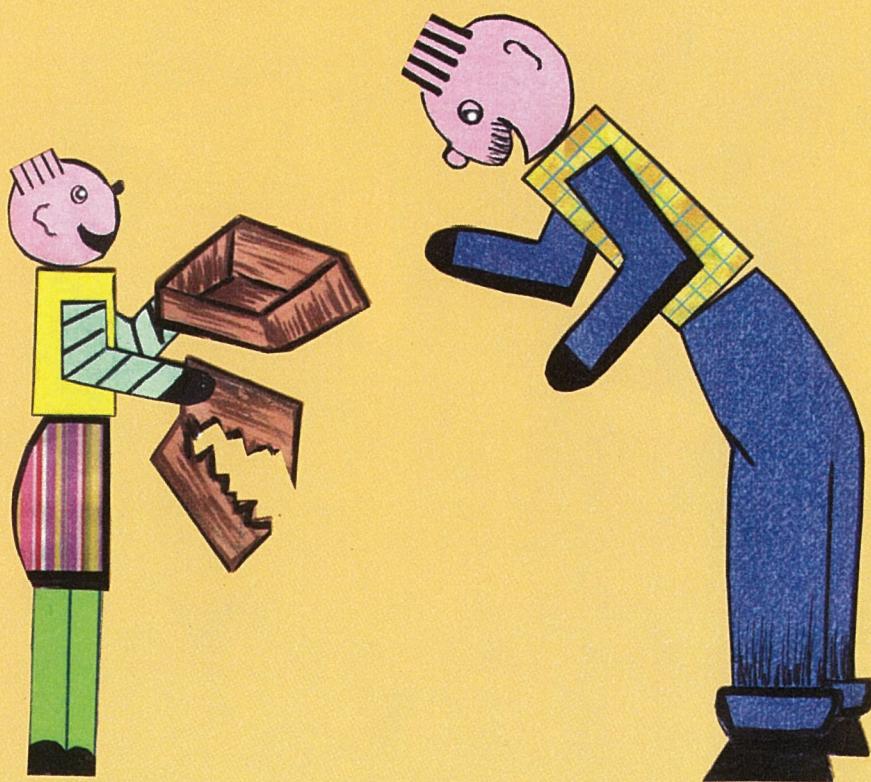
W w

The wild west wind tossed the waves on the lake,
And tumbled them all to the shore.
But we watched from our window, safe from the wet
Till the wild wind stopped its roar.



XX

**"Fix my box, fix my box,"
Cried Max to Mr. Wheeze.
"Fix your box? Yes, I'll do that,
But first you must say 'Please'!"**

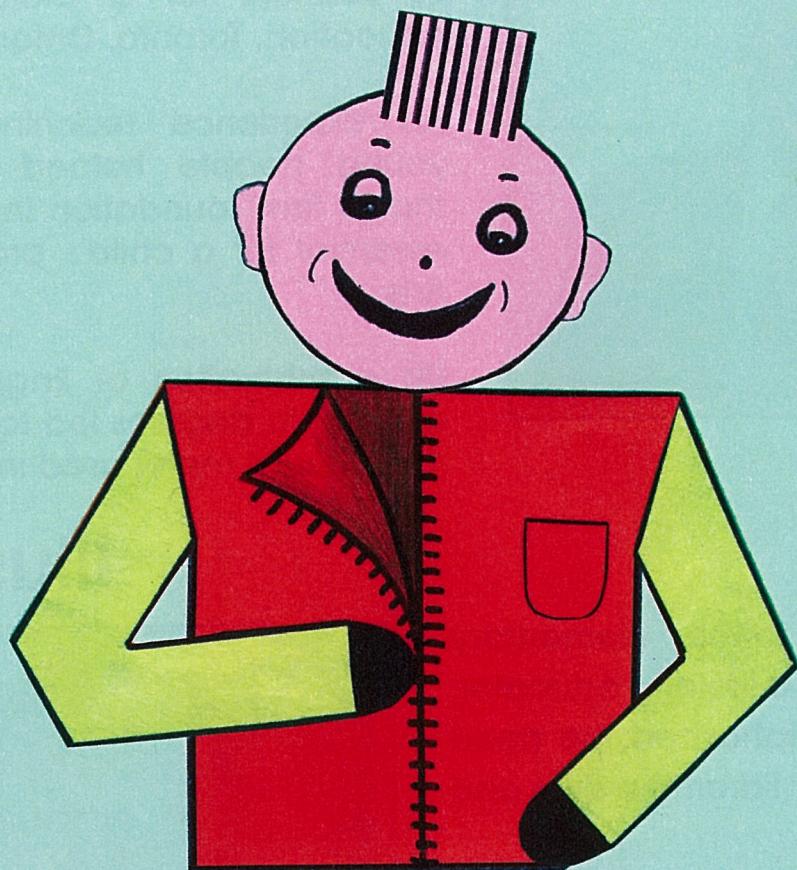


Yy

Yesterday my mother made
A yellow sweater coat.
She made it out of yellow yarn,
The colour of my boat.



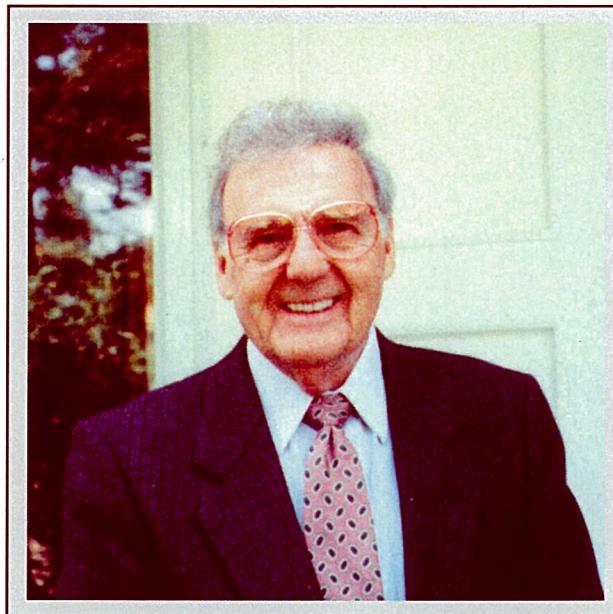
Z Z



**My zipper is fun, it zips up, it zips down,
It keeps my clothes tightly around.**

**But the thing I like best of my zipper I've found,
Is the Z Z z zip that it has in its sound.**

Author



W. L. Gordon James has always had an interest in language as well as business and education, which he applied for many years as the Superintendent of Business for a major board of education, Toronto, Ontario, Canada.

His experience teaching piano to young people helped him realize that a firm foundation in language is essential for a child's progress in the Arts.

His combination of English, Business and Music degrees led to the ideas of rhythm and meter used in this book.

Illustrator

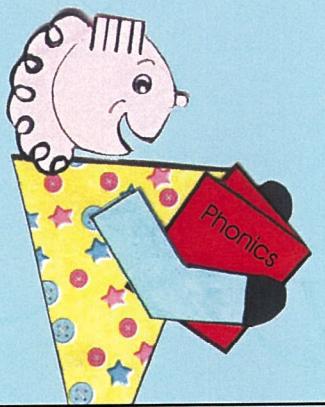
Betty James is a former elementary school teacher. As a lifelong educator, her career has emphasized the need to instill in young children the skills and rewards of reading.

She believes that the teaching of early language is a necessary art for any future educational development.

The illustrations in this book focus on early learning and on the creation of imaginative associations about the experiences of young people.



**Get a head start on reading
Give your child an early edge
Learn to read with THE PHONICS KIDS
26 imaginative stories for early readers
Rhyming verses that use initial alphabet sounds
Pre-school to Grade 2, ages 3-7**



Now I am a Phonics Kid

Certificate of Completion

This book was successfully
completed by _____

Date: _____

Congratulations from *Gordon James*
Author

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