

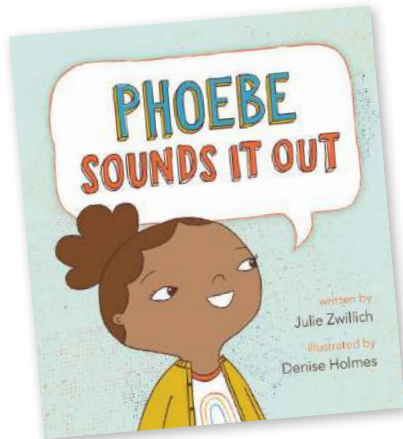
## Classroom Activity Guide

### *Phoebe Sounds It Out*

By Julie Zwillich, illustrated by Denise Holmes

*"There's a lesson here for kids wading into the vagaries of English spelling, and it's reassuring that mistakes are forgiven."*

– Kirkus Reviews



978-1-77147-164-0  
HC \$18.95 CDN / \$16.95 US

<b>Grades</b>	Pre-K–2
<b>Reading levels</b>	Fountas & Pinnell: J Lexile® Measure: AD 590L
<b>Curriculum links</b>	<b>Language Arts:</b> Reading Comprehension
<b>Common Core</b>	RL.1.1,2,3,4,5,6,7,9 L.1.1,1b,1e,1f,2,2a,2b,2d,2e,4 L.1.4b,4c,5,5a,5b,5c,5d,6 RF.1.1,2,2a,2b,2c,2d,3,3a,3e,4 SL.1.1,1b,1c,2,3,4,5,6 W.1.3,5,6,8

### *About the book*

*Phoebe Sounds It Out* is a relatable story about the challenge of learning to spell your name. When Phoebe's teacher decides her students are going to practice writing their names, Phoebe isn't so sure. "Sound it out," says her teacher. But if Phoebe does, it won't look anything like the name written on her backpack. How will she figure this out?

### *Beyond the book*

#### 1. Reading Comprehension

##### **Before Reading the Book**

- As a class, discuss what students think the book is about based on the title.
- Encourage students to explain their theory.

##### **After Reading the Book**

- As a class, discuss what techniques Phoebe used to help her in writing out her name.
- Ask students: how do you think Phoebe felt when Ms. Martha looked at the children's work and said, "Something's not right"?
- Ask students: how do you think the students in the story felt when, at the end, Ms. Martha told Phoebe, "What a great start"? What do you think Ms. Martha meant when she said that?

## 2. Writing Practice

- When we're learning to write, it can be hard to remember the shapes of the letters and how to get them to face the right way. Have students write down the letters of the alphabet that give them the most trouble.
- Encourage students to discuss with their neighbor some of the tricks they use to remember how to write these letters correctly.
- As a class share some tips and tricks.

## 3. Phonics and Spelling Fun

Many letters in the alphabet can be pronounced in different ways (think of the hard C in "cat" vs the soft C in "circus"). We also have many different letters or combinations of letters that can produce the same sound (think of EE in "cheese" and Y at the end of "smelly.")

Have students write down two different words that start with the same letter, but are pronounced differently. Then as a class have students share the words they picked.

## 4. Activity Time

Give the students the handout on the following page for further activities.

 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				



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My Name Is...

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My name starts with the letter...

Draw an object that starts with the first letter of your name.



## Make Your Own Mini Alphabet Poster

In *Phoebe Sounds It Out*, Phoebe looks at the alphabet wall to help her figure out which letters to use. Pick four letters from the alphabet and write them down in uppercase and lower case, then draw a picture for each letter (try not to use the same ideas from the alphabet wall in the book!).

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