

At A Glance

Learning Expectations	Letter Recognition	Sound Recognition of Letters	Review Activities
Understanding concepts			
Identify upper case letters	•		
Identify lower case letters	•		
Identify concept of an alphabet	•		
Applying Motor Skills			
Tracing letter forms	•	•	•
Using left to right progression	•	•	•
Coloring within limits	•	•	•
Following oral direction	•	•	•
Visual Discrimination			
Naming upper and lower case letters	•	•	•
Recognizing likes and differences in letters	•	•	•
Understanding letter formation	•	•	•
Applying visual discrimination skills	•	•	•
Auditory Skills			
Recognize letter sounds		•	
Follows oral directions	•	•	•



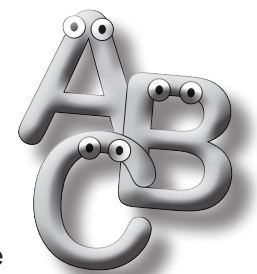
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The Alphabet

Learning Its Letters and Sounds



About this Book:

This resource has been designed to teach students the names and formations of the twenty-six upper and lower case letters of the alphabet. The introduction of the letters' sounds is to be done informally to develop student awareness.

Contents of the Resource:

- Reproducible Cover for an Alphabet book
- Twenty-Six Lessons and Follow-up Activities to Develop the Recognition and Formation of the Letters
- Twenty-Six Lessons and Follow-Up Activities to Review Letters' Names and Formations and to Introduce Letter Sounds
- Fourteen Reproducible Visual Discrimination Activities
- Twenty-Six Review Letter Activities

Materials Required for Individual Letter Lessons:

- Letters of the alphabet should be displayed in the classroom at a level the students can view and use easily.
- Locate letters of the alphabet that students can use to trace, feel, and play with at a center. There are many types available today that can be used to develop tactile abilities such as letters made out of sandpaper, cardboard, paper, plastic, felt, and those that are magnetic.
- Locate large alphabet cards that have only the letters to use for the teaching of formations and directions of lines and shapes.
- Look for poems and poetry books on the alphabet. Use the poems during the various lessons.
- Locate different types of alphabet books and share them with your students. Place them around the classroom.
- Make up alphabet stories and riddles for your students.
- Sing different alphabet songs.

Teaching Organization:

Each letter of the alphabet has two lessons. The first lesson is designed to introduce the letter and its formation. The second lesson is designed to review the letter's name and its formation and to introduce the sound or sounds it makes.

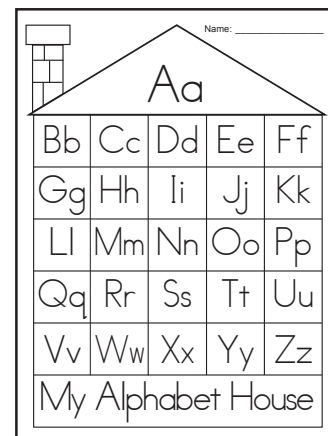
Each student should be provided with a scrapbook that has at least 30 pages to be used as an individual alphabet book and will hold 8 ½" by 11" sheets comfortably. The reproducible cover for the alphabet book found on page 7, should be glued to the scrapbook's cover.

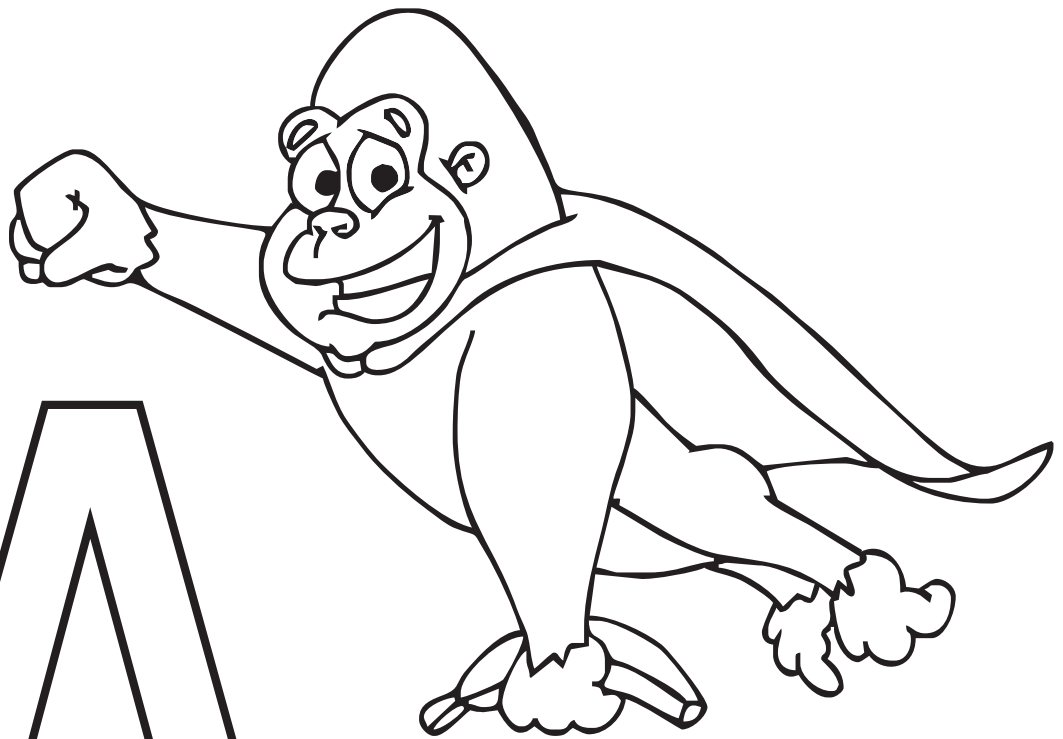
As the students learn new letters of the alphabet, the room in which the letter lives in the alphabet house is to be colored.

Each page that bears an upper and lower case letter and a picture should be glued in the alphabet scrapbook after the lesson and after the students have colored it. The review page is not to be glued into the alphabet scrapbook and may be taken home or placed in a student file folder.

Review Lessons:

Letter names and formations should be continually reviewed. Use the pages found on pages 112 to 118 to review upper and lower case letters and to develop visual discrimination.





A

a

Ape

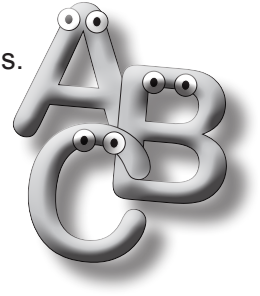
ape



Teaching the Recognition of the Letter “Aa” and Its Sounds

Objectives:

- To reinforce the recognition of the letter “Aa” and to introduce the sounds that it makes.
- To strengthen listening skills and the ability to follow directions.
- To develop and improve communication skills.



Reproduce page 11 for your students.

Teacher Directed Activity:

1. Look at the letters at the top of the page. What are their names? (Aa)
2. Let’s make them in the air, on the paper, etc. with your fingers. Remind them where to start and stop and the direction of flow.
3. Let’s look at the pictures on the page. Point to each one as I say its name.

acorn, ant, alligator, apron

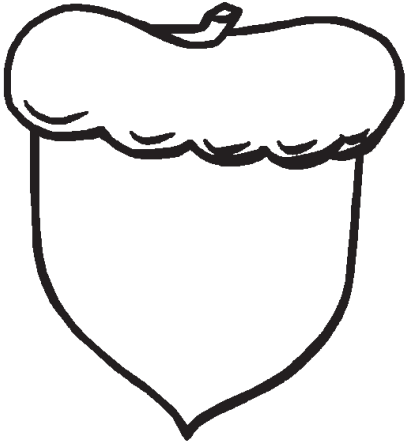
4. Use your green crayon and color the “acorn.” While the children are coloring, discuss the picture. What is an acorn? Where does it grow? Who might eat an acorn? What other things grow on trees?
5. Listen to the beginning of “acorn.” Exaggerate the long “a” sound at the start of the word so the students can hear it. Have them echo you. Tell them the “Aa” is talking. What is it saying? (It is saying its own name.)
6. Point to the picture of the “ant.” Neatly color the ant with your black crayon. Discuss the picture. What is an ant? Where does an ant live? Where do you see ants? Can you think of the names of other insects?
7. Listen to the beginning of “ant.” Exaggerate the sound the “a” makes. Have the students repeat the word. Have them place their hands under their jaws and say “ant.” They will notice that their jaws drop and their mouths are open wide.
8. Find the “alligator.” Put a big red dot on it. Color the alligator any color you like. Discuss the picture. Where does an alligator live? What does it like to eat? Can you think of other animals that live in the water?
9. Listen while I say the word “alligator.” Exaggerate the “a” sound. The letter “Aa” is talking at the beginning of alligator. Put your hand under your chin. Say alligator. Can you hear it? What does it say? (ah) What does your chin do? (It drops.)
10. Put your finger on the “apron.” Color it blue. Discuss the picture. What is an apron? What is it used for? Who in your house might wear one?
11. Listen while I say the word “apron.” Exaggerate the “Aa” sound. The letter “Aa” is talking at the beginning of apron. Can you hear it? What does it say? (Its own name.) Say “apron.”
12. Listen while I say the names of the pictures. Say each word in an exaggerated fashion at the beginning. Have the children say them with you. Do all the pictures sound the same at the beginning when I say them? (No) Can you tell which pictures begin the same way?
13. Have the students repeat what you say. a) ant, apron (No) b) ant, alligator (Yes) c) apron, acorn (Yes) d) ant, acorn (No)
14. Explain to the students that the letter “Aa” can make two sounds. It can say its own name or its other sound “ah”. Reinforce that the “long a” sound makes you open your mouth a little while the “short a” sound makes your jaw drop and your mouth to open wide.

Conclusions: Sing the alphabet song.

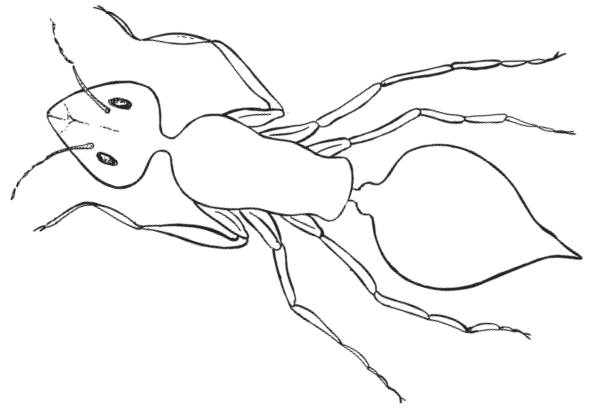


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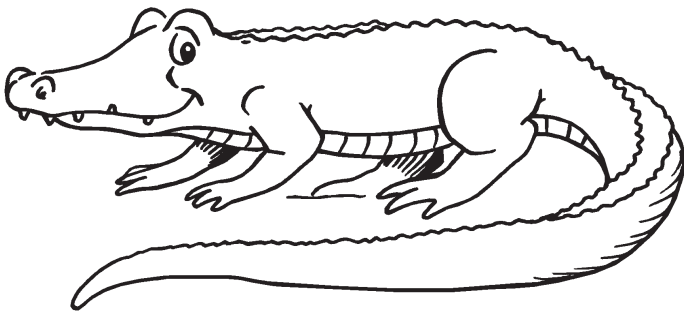
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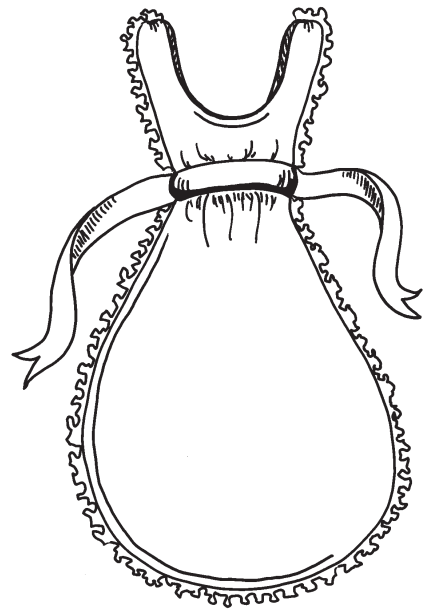
acorn



ant



alligator



apron

