

The Canadian Alphabet

Grades K-1

About This Book

The development of early reading skills depends on students' knowledge of letter and sound association. This resource focuses on implementing these skills with a Canadian flavour. The Canadian theme provides teachers the opportunity to expand student knowledge about their own country along with strengthening their letter and sound recognition.

This resource contains the following:

- 26 Letter Recognition Lesson Plans with Follow-ups
- 26 Sound Recognition Lesson Plans with Follow-ups
- 21 Half Page Initial Consonant Activities
- 26 Half Page Alphabet Booklet
- 13 Half Page Letter Visual Discrimination Activities
- 13 Half Page Letter Tracing Activities
- 5 Tests
- 3 Award Certificates

Written by Ruth Solski
Illustrated by Tom Goldsmith



About the Author:

Ruth Solski was an educator for over 30 years. She has written many educational resources and is the founder of S&S Learning Materials. As a writer, her main goal is to provide teachers with a useful resource they can implement in their classrooms to bring the joy of learning to children.

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Learning Expectations	Visual Recognition of Upper and Lower Case Letters	Sound Recognition of Initial Consonants	Sound Recognition of Long and Short Vowels	Visual Discrimination	Motor Skills
Understanding Concepts					
• Identify upper case letters	•	•	•	•	•
• Identify lower case letters	•	•	•	•	•
• Understanding the concept of an alphabet	•	•	•	•	•
• Recognition of sequence order of the letters	•	•	•	•	•
Application of Motor Skills					
• Tracing letter forms	•			•	•
• Using left to right progression	•				•
• Colouring within limitations	•	•			•
• Ability to follow letter instructions	•				•
Visual Skills					
• Naming upper and lower case letters	•				
• Recognition of likes and differences in letters	•				
• Understands letter formation	•				
• Ability to apply visual discrimination skills	•			•	
Auditory Skills					
• Recognition of initial consonant sounds		•	•		
• Recognition of long and short vowel sounds			•		
• Ability to follow oral directions	•	•	•	•	•

Table of Contents

At a Glance TM	2
Teacher Assessment Rubric	5
Student Self-Assessment Rubric	6
About this Book	7
Reproducible Alphabet Cover Page for a Scrapbook.....	11
Teaching the Recognition of the Letter “Aa”	12
Teaching the Recognition of the Letter “Aa” and Its Sounds	14
Teaching the Recognition of the Letter “Bb”	17
Teaching the Recognition of the Letter “Bb” and Its Sound.....	19
Teaching the Recognition of the Letter “Cc”	21
Teaching the Recognition of the Letter “Cc” and Its Sound	23
Teaching the Recognition of the Letter “Dd”	25
Teaching the Recognition of the Letter “Dd” and Its Sound	27
Teaching the Recognition of the Letter “Ee”	29
Teaching the Recognition of the Letter “Ee” and Its Sounds	31
Teaching the Recognition of the Letter “Ff”	34
Teaching the Recognition of the Letter “Ff” and Its Sound.....	36
Teaching the Recognition of the Letter “Gg”	38
Teaching the Recognition of the Letter “Gg” and Its Sound	41
Teaching the Recognition of the Letter “Hh”	43
Teaching the Recognition of the Letter “Hh” and Its Sound.....	45
Teaching the Recognition of the Letter “Ii”	47
Teaching the Recognition of the Letter “Ii” and Its Sounds.....	49
Teaching the Recognition of the Letter “Jj”	52
Teaching the Recognition of the Letter “Jj” and Its Sound	54
Teaching the Recognition of the Letter “Kk”	57
Teaching the Recognition of the Letter “Kk” and Its Sound	59
Teaching the Recognition of the Letter “Ll”	61
Teaching the Recognition of the Letter “Ll” and Its Sounds	63
Teaching the Recognition of the Letter “Mm”	65
Teaching the Recognition of the Letter “Mm” and Its Sounds.....	67
Teaching the Recognition of the Letter “Nn”	69
Teaching the Recognition of the Letter “Nn” and Its Sound	71
Teaching the Recognition of the Letter “Oo”	73
Teaching the Recognition of the Letter “Oo” and Its Sounds.....	75



Teaching the Recognition of the Letter “Pp”	78
Teaching the Recognition of the Letter “Pp” and Its Sound.....	80
Teaching the Recognition of the Letter “Qq”	82
Teaching the Recognition of the Letter “Qq” and Its Sound	84
Teaching the Recognition of the Letter “Rr”	86
Teaching the Recognition of the Letter “Rr” and Its Sound.....	88
Teaching the Recognition of the Letter “Ss”	90
Teaching the Recognition of the Letter “Ss” and Its Sound	92
Teaching the Recognition of the Letter “Tt”	94
Teaching the Recognition of the Letter “Tt” and Its Sound	96
Teaching the Recognition of the Letter “Uu”	98
Teaching the Recognition of the Letter “Uu” and Its Sounds	100
Teaching the Recognition of the Letter “Vv”	103
Teaching the Recognition of the Letter “Vv” and Its Sounds	105
Teaching the Recognition of the Letter “Ww”	107
Teaching the Recognition of the Letter “Ww” and Its Sound.....	109
Teaching the Recognition of the Letter “Xx”	111
Teaching the Recognition of the Letter “Xx” and Its Sound.....	113
Teaching the Recognition of the Letter “Yy”	115
Teaching the Recognition of the Letter “Yy” and Its Sound.....	117
Teaching the Recognition of the Letter “Zz”	119
Teaching the Recognition of the Letter “Zz” and Its Sound	121
My Canadian Alphabet Rhyme Book.....	123
Tracing Alphabet Letters Worksheets.....	137
Initial Consonant Worksheets.....	143
Visual Discrimination Worksheets	154
Alphabet Awards	160
Teacher Notes: Student Testing.....	162
Upper Case Letter Recognition Test #1	164
Upper Case Letter Recognition Test #2.....	165
Lower Case Letter Recognition Test #3.....	166
Lower Case Letter Recognition Test #4.....	167
Initial Consonant Sound Recognition Test.....	168



Teaching the Recognition of the Letter “Aa”

Objectives:

- To reinforce the recognition of the upper and lower case forms of the letter “Aa.”
- To develop an awareness of letter formation and to reinforce how to make them correctly.



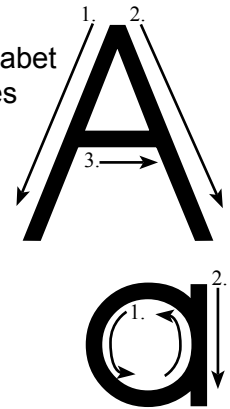
Introduction:

Hold up a large card that displays the upper and lower case “Aa.”



Discussion:

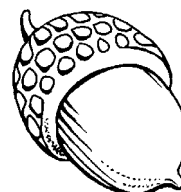
1. Does anyone know the name of this letter? (**Aa**) Where does it live? Point to the alphabet or have a student locate it. Does anyone have this letter in their name? List the names on the chalkboard and circle the letters “Aa.” Explain to the students that the letter “Aa” has two shapes - an upper case letter “A” and a lower case “a.”
2. Discuss the shape of the upper case “A.” Draw your students attention to its straight lines that come to a point like a mountain with a bridge connecting the two lines. Trace the shape with your finger. Begin at the point at the top of the letter “A” and go down the left side. Lift your finger and go to the top of the letter “A” and go down the right side. Then go to the left side and follow the bridge across to the right side. Have the students make the same movements in the air, on a table, the floor or the palms of their hands. Make sure that they are making the movements in the correct order.
3. Discuss the shape of the lower case “a.” Explain to your students that the lower case “a” is made of two movements and shapes. First you make a ball and on the right side of it you draw a stick. The ball is pushing the stick ahead of it. Trace the lower case “a” on the alphabet card. Have the students trace the lower case “a” in the air, on a table, on the floor, and on the palms of their hands.



Student Activity: Alphabet Book

1. Reproduce the cover page for the “Canadian Alphabet Book found on page 11. Give them out to your students. Explain that Canada has a flag with one maple leaf but their Canadian alphabet flag has 26 maples leaves. Each time they learn a letter they will colour the maple leaf red that has it. Glue this cover onto the front of a scrapbook. Each letter discussed will be added to the book.
2. Reproduce page 13 of the book with the letter “Aa” for your students.
3. Discuss the shapes of the letters. Encourage your students to colour the letters in the same directions in which they traced them.
4. Instruct your students to neatly colour the acorn. Discuss the picture. What is an acorn? (**a nut**) What colour us an acorn? (**brown**) What Canadian animal might eat acorns? (**squirrels**)
5. Discuss the words that say “acorn” at the bottom of the page. Have the students identify the word with the uppercase “A” and the word with the lower case “a.”
6. Have the students glue this page into their Canadian Alphabet Book and to colour the maple leaf with the letter “Aa” red.
7. Recite this rhyme with your students.

“**Aa**” is for acorns,
Nuts so juicy and sweet.
Waiting on oak trees,
For hungry squirrels to eat.



A a



Acorn

acorn



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, communication skills, and the ability to follow directions.

Teacher Directed Activity:

1. Reproduce page 15 and distribute them to your students.
2. Look at the letters at the top of the page. What are their names? (Aa)
3. Let’s trace them with our fingers in the air and on the paper. Remind the students where to start and stop and the direction of flow.
4. Let’s look at the pictures on the page. Point to each one as I say its name.

acorn, astronaut, airplane, Anne

5. Use your green crayon and colour the “acorn.” While the children are colouring, discuss the picture. What is an acorn? (**a kind of nut**) Where does it grow? (**on oak trees**) Who might eat an acorn? (**squirrels, chipmunks**) What other things grow on trees? (**apples, oranges, bananas, pears, peaches, cherries, plums, etc.**)
6. Listen to the beginning of the word “acorn.” Exaggerate the long “a” sound at the beginning of the word. Have them echo you. Tell them that the “Aa” is talking and it is saying its own name.
7. Point to the picture of the “astronaut.” Tell your students to colour the astronaut neatly. Discuss the picture with the students. What is an astronaut? (**a person who explores space**) In what does an astronaut travel? (**a space ship, space shuttle**) What does an astronaut wear? (**a space suit**) Did you know that Canada has astronauts that went up in the space shuttle? Do you know their names? (**Roberta Bondar, Marc Garneau, Chris Hadfield, Jeremy Hansen**)
8. Listen to the beginning of “astronaut” Exaggerate the sound that “a” makes. Have the students repeat the word. Have them place their hands under their jaws and say “astronaut.” What happens to your mouth when you say “astronaut” at the beginning? (**The students will notice that their jaws drop and their mouths open wide.**)
9. Find the “airplane” and colour it red. Discuss the picture. What is an airplane? (**a vehicle that flies**) Where does an airplane go? (**all around the world**) Why do people travel in airplanes? (**It’s a fast way to travel.**) Listen while I say the word “airplane.” Exaggerate the “a” sound. What is the letter saying? (**its own name**)
10. Put your finger on the girl named “Anne of Green Gables.” Colour Anne’s hair red. Colour her hat yellow. Who is Anne of Green Gables? (**A girl who is the main character in a story.**) In which province does her story take place? (**Prince Edward Island**) Why is she famous? (**Movie, television shows, and plays have been made about her.**) Listen



while I say the word “Anne.” The letter “Aa” is saying its other sound. Put your hand under your jaw. Say the word “Anne.” What happens when you say her name? (***My jaw drops and my mouth is open wide.***)

Auditory Game:

1. Listen while I say the names of the pictures. Say each word in an exaggerated fashion at the beginning. Have the students say them with you. Do all the pictures sound the same at the beginning when I say them? (**No**)
2. Say the following pairs of words. Do these words begin the same way?
 - a) Anne, airplane (**No**)
 - b) Anne, astronaut (**Yes**)
 - c) airplane, acorn (**Yes**)
 - d) acorn, astronaut (**No**)

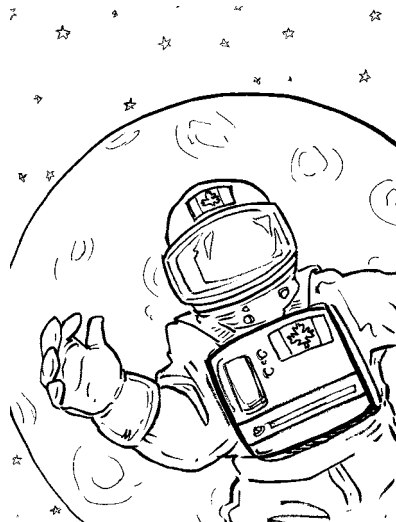
Conclusions:

Say the long “a” rhyme and the short “a” rhyme for your students. Sing the alphabet song.

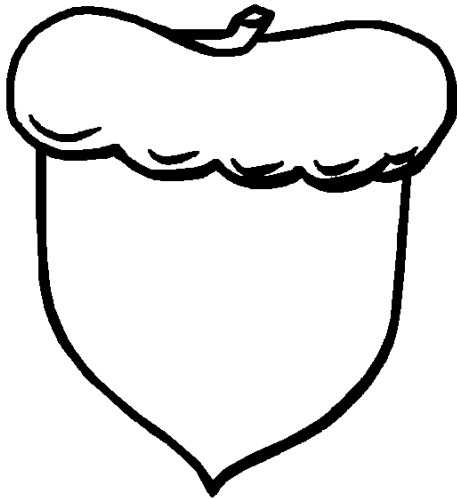
“Aa” is for acorns
Nuts juicy and sweet.
Waiting on oak trees,
For hungry squirrels to eat.



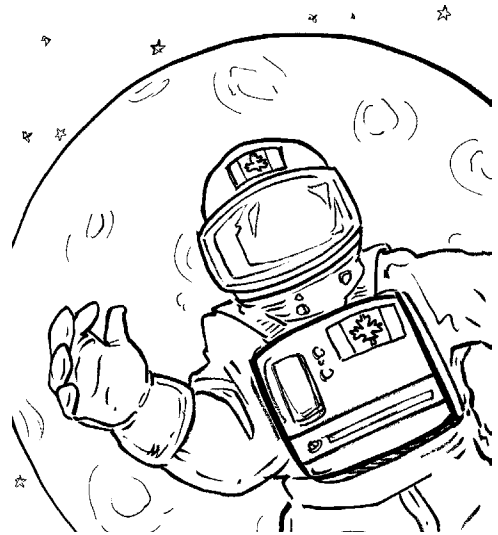
“Aa” is for Canada’s astronauts,
People who fly in space.
Travelling the skies,
Going from place to place.



A a



acorn



astronaut



airplane



Anne

