

# Recognize and name all upper- and lowercase letters of the alphabet.

## Writing Practice: Aa

These activities help students learn to form letters and give them practice holding a writing tool.

### Alphabet A

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Glue*
- *Alphabet cereal or alphabet cookies*

Make copies of the block letter *A* (capital or lowercase) on cardstock or heavy paper. Let students glue any type of alphabet cereal or alphabet cookies onto the letters. When the glue is dry, have students trace the letter with their fingers and say: “/a/, /a/, /a/—alphabet *A*.” For variety, say the words together three times in loud, medium, and soft voices.

### Shape Trace

- *Simple shapes of fruit (made from heavy paper or bought from a craft store)*
- *Paper and pencils*

Have students place shapes on blank pieces of paper and trace around the outlines. Tracing helps students practice holding a pencil.

### Letter Trace

- *Tracing paper*
- *Block letters (see pp. 14–24)*
- *Pencils*
- *Art supplies*

Let students trace a large *A* (capital or lowercase) on transparent paper. As you guide their tracing, help them understand that lowercase *a* is written without lifting the pencil off the paper. Have students decorate and color their letters or make them into funny animals by adding legs, heads, hair, and so on.

### Body Shapes

Let students practice making the letter *A* (capital or lowercase) with their bodies during recess or activity time. Have them make shapes with different students and form the letter in different ways.

## Writing Practice: Bb

These activities help students learn to form letters and give them practice holding a writing tool.

### Beautiful Button B

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Glue*
- *Buttons*

Make copies of the block letter *B* (capital or lowercase) on cardstock paper. Have students glue different colors of buttons onto their *Bs*. When the glue is dry, each student can trace the letter with a finger while saying: “/b/, /b/, /b/—beautiful button *B*.” For variety, say the words together three times in loud, medium, and soft voices.

### Shape Trace

- *Various sizes of circles*
- *Paper and pencils*
- *Art supplies*

Have students practice tracing around different sizes of circles. Encourage them to start at the top and go around to the right. Let them decorate and color their shape pictures.

### Clay B

- *Modeling clay*

Hand out modeling clay to the students and have them form the letter *B* (capital or lowercase). Also have them practice forming any letters they have previously learned.

### Painted B

- *Brown or black paint*
- *Paintbrushes*
- *Paper*

Let students paint the letter *B* (capital or lowercase) with brown or black paint and brushes. Write the words *brown* and *black* on the board and point out that the first letter in the words is the letter *B*.

## Writing Practice: Cc

These activities help students learn to form letters and give them practice holding a writing tool.

### Classy, Corny C

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Glue*
- *Corn kernels or candy corn*

Make copies of the block letter *C* (capital or lowercase) on cardstock paper. Have students glue different colors of corn kernels or candy corn onto their *Cs*. When the glue is dry, students can trace the letter with a finger while saying: “/k/, /k/, /k/—classy, corny *C*.” For variety, say the words together three times in loud, medium, and soft voices.

### Shape Trace

- *Simple shapes of food (from a craft store or made from heavy paper)*
- *Paper and pencils*

Have students trace food shapes onto a blank piece of paper. Then let them decorate or color their shape pictures.

### Letter Trace

- *Tracing paper*
- *Block letters (see pp. 14–24)*
- *Pencils*
- *Art supplies*

Have student trace large block letter *Cs* onto tracing paper. While forming the letters, have students say the letter name out loud. Then have them make their letters into animals (e.g., cats) by adding legs, bodies, heads, and so on. You could also review any letters previously taught.

### Dot-to-dot

- *Pencils*
- *Dot-to-dot pictures*

Have students connect dots to make simple pictures. Dots can also be used to form the letter *C* (capital or lowercase).

## Writing Practice: DD

These activities help students learn to form letters and give them practice holding a writing tool.

### Diddle, Dotted D

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Pencils*
- *Paint*

Make copies of the block letter *D* (capital or lowercase) on cardstock or heavy paper. Have students dip their pencil erasers into colored paint and make dots all over their *Ds*. When the paint is dry, let each student trace the letter with a finger and say, “/d/, /d/, /d/—diddle, dotted *D*.” For variety, say it together three times in loud, medium, and soft voices.

### Sensory Writing

- *Salt, sand, or sugar*
- *Paint and paintbrushes*
- *Paper*

Have students trace the letter *D* (capital or lowercase) with their fingers in salt, sand, or sugar. Or, have them paint the letter on a piece of paper.

### Clay D

- *Modeling clay*

Hand out modeling clay to students and have them form the letter *D* (capital or lowercase). Also have them practice forming any letters they have previously learned.

### Letter Paths

- *Block letters (see pp. 14–24)*
- *Pencils or crayons*

Make copies of the block letter *D* and have students trace inside the letter shape with crayons or pencils. Have them call out the letter name when finished.

## Writing Practice: Ee

These activities help students learn to form letters and give them practice holding a writing tool.

### Elephant E

- *Easels*
- *Big paintbrushes*
- *Paint*

Have students use big brushes to paint a large letter *E* (capital or lowercase). When the paint is dry, have students trace their letters with a finger, saying: “/e/, /e/, /e/—elephant *E*.” For variety, say the words together three times in loud, medium, and soft voices.

### Shape Trace

- *Simple animal shapes (from a craft store or made from heavy paper)*
- *Paper and pencils*

Have students place the shapes on blank pieces of paper and trace around the outlines. Tracing helps students practice holding a pencil.

### Letter Trace

- *Tracing paper*
- *Block letters (see pp. 14–24)*
- *Pencils*
- *Art supplies*

Have students trace a large letter *E* (capital or lowercase) onto transparent paper. Let them decorate and color their letters or make them into funny elephants or circus animals by adding legs, eyes, ears, and so on. You could also review any letters previously taught.

### Dot-to-dot

- *Pencils*
- *Dot-to-dot pictures*

Have students connect dots to make simple pictures. Dots can also be used to form the letter *E* (capital or lowercase).

## Writing Practice: Ff

These activities help student learn to form letters and give them practice holding a writing tool.

### Funny, Fingerprint F

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Ink pad*

Make copies of the block letter *F* (capital or lowercase) on cardstock paper. Have students press their fingers onto the inkpad and stamp fingerprints in the shape of the letter *F*. When they are finished, students can trace the letter with a finger and say: “/f/, /f/, /f/—funny, fingerprint *F*.” For variety, say it together in loud, medium, and soft voices.

### Sensory Writing

- *Salt, sand, or sugar*
- *Paint and paintbrushes*
- *Paper*

Have students trace the letter *F* (capital or lowercase) with their fingers in salt, sand, or sugar. Or, have them paint the letter on a piece of paper.

### Clay F

*Modeling clay*

Hand out modeling clay to students and have them form the letter *F* (capital or lowercase). Also have them practice forming any letters they have previously learned.

### Painted F

- *Sponges*
- *Feathers*
- *Paper*

Have students use sponges and feathers to paint the letter *F* (capital or lowercase).

### Letter Paths

- *Block letters (see pp. 14–24)*
- *Pencils or crayons*

Make copies of the block letter *F* (capital or lowercase). Have students trace inside the letters with crayons or pencils. Have them call out the letter name when finished.

## Writing Practice: Gg

These activities help students learn to form letters and give them practice holding a writing tool.

### Great, Green G

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Glue*
- *Green glitter*

Make copies of the large block letter *G* (capital or lowercase) on cardstock or heavy paper. Have students glue green glitter onto their *G*s. When the glitter is dry, each student can trace the letter with a finger and say with the entire class: “/g/, /g/, /g/—great, green *G*.” Emphasize the hard /g/ sound and follow your pronunciation with as little of the /u/ sound (schwa) as possible. For variety, say it together three times in loud, medium, and soft voices.

### Shape Trace

- *Simple shapes of fish*
- *Paper and pencils*
- *Art supplies*

Provide shapes of fish or underwater items. Students can place the shapes on blank pieces of paper and trace around the outlines. Then they can decorate their shapes.

### Letter Trace

- *Tracing paper*
- *Block letters (see pp. 14–24)*
- *Pencils*
- *Art supplies*

Let students trace large capital *G*s or lowercase *g*s on transparent paper. They can decorate and color their letters or make them into funny fish or water creatures by adding bodies, fins, heads, tails, and so on.

### Body Shapes

Let students practice making the letter *G* (capital or lowercase) with their bodies during recess or activity time. Have them try to form the letters in different ways with different people. (They can also review previously learned letters.)

## Writing Practice: Hh

These activities help students learn to form letters and give them practice holding a writing tool.

### Happy, Ha-ha H

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Ink pads*
- *Happy face stamps*

Make copies of the letter *H* (capital or lowercase) on cardstock or heavy paper. Let students stamp happy faces on their *H*s. Then each child can trace the letter with a finger and say: “/h/, /h/, /h/—happy, ha-ha *H*.” For variety, say it three times in loud, medium and soft voices.

### Sensory Writing

- *Salt, sand, or sugar*

Help students practice writing the letter *H* (capital or lowercase) in salt, sand, or sugar. Be sure to include a review of letters previously taught, saying the name of each letter with the students as they write it.

### Shape Trace

- *Rectangles of different sizes*
- *Paper and pencils*

Have students practice tracing around different sizes of rectangles. Let them decorate and color the shapes.

### Dot-to-dot

- *Dot-to-dot pictures*

Have students connect dots to make simple pictures. Dots can also be used to form the letter *H* (capital or lowercase).

### Painted H

- *Butcher paper*
- *Finger paints*

Have students paint the letter *H* (capital or lowercase) with their hands and fingers on large sheets of butcher paper. Talk about the first letter in the word *hand*.

## Writing Practice: Ii

These activities help students learn to form letters and give them practice holding a writing tool.

### Insect I

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Stamp Pads*
- *Markers*

Make copies of the block letter *I* (capital or lowercase) on cardstock paper. Explain to students that they will cover their *I* with insects. Let students stamp thumbprints on the *I*s. Have them draw legs and antennae on each print. Then have each student trace the letter with a finger and say in unison: “/i/, /i/, /i/—Insect *I*.” For variety, say it three times in loud, medium, and soft voices.

### Letter Trace

- *Tracing paper*
- *Block letters (see pp. 14–24)*
- *Pencils*
- *Art supplies (e.g., colored pencils, paint and brushes, crayons)*

Have students place transparent paper over the block letter *I* (capital or lowercase) and trace the letter shape onto the transparent paper. Let them decorate their letters or make them into funny insects by using the art supplies to add legs, eyes, wings, and so on.

### Dot-to-dot

- *Dot-to-dot pictures*

Let students connect dots to make simple pictures. You can also create a dot-to-dot picture of the letter *I* (capital or lowercase).

### Body Shapes

Let students practice posing in the shape of the letter *I* (capital or lowercase) during recess or activity time. Have them try this both alone and in groups.

## Writing Practice: Jj

These activities help students learn to form letters and give them practice holding a writing tool.

### Jeweled J

- *Cardstock or heavy paper*
- *Block letters (see pp. 14–24)*
- *Glue*
- *Glitter*

Make copies of the block letter *J* (capital or lowercase) on cardstock or heavy paper. Have students glue glitter on their *J*s. When the glue is dry, each student can trace the letter with a finger while saying, “/j/, /j/, /j/—jeweled *J*.” For variety, say it together three times in soft, medium, and loud voices.

### Sensory Writing

- *Salt, sand, or sugar*

Have students practice making the letter *J* (capital or lowercase) in salt, sand, or sugar. Review the name of the letter by saying it with students as they write. You may also wish to review letters students have already learned.

### Clay J

- *Modeling clay*

Have students form the letter *J* (capital or lowercase) with modeling clay. They could also practice forming any other letters they have previously learned.

### Sidewalk J

- *Water*
- *Sidewalk chalk*

Have students draw letters with sidewalk chalk.

### Letter Paths

- *Block letters (see pp. 14–24)*
- *Pencils or crayons*

Have students trace inside the shape of the block letter *J* (capital or lowercase) with crayons or pencils. Then have them call out the letter name.

## Writing Practice: Kk

These activities help students learn to form letters and give them practice holding a writing tool.

### Kissy K

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Ink pads*
- *Lip stamps*

Make copies of the block letter *K* (capital or lowercase) on cardstock. Let students stamp various colors of “kisses” inside their *Ks*. When the ink is dry, each student can trace the letter with a finger while saying: “/k/, /k/, /k/—kissy *K*.” For variety, have students say it three times in loud, medium, and soft voices.

### Shape Trace

- *Simple shapes of animals (from a craft store or make your own)*
- *Paper and pencils*
- *Art supplies*

Have students place the animal shapes on blank pieces of paper and trace around the outlines. (Tracing helps students learn to use a pencil.) Then allow students to decorate their animals.

### Letter Trace

- *Tracing paper*
- *Block letters (see pp. 14–24)*
- *Pencils*
- *Art supplies*

Have students place tracing paper over the block letter and trace the letter *K* (capital or lowercase). Then allow them to decorate their letters or make them into kittens by adding legs, heads, ears, and so on.

### Body Shapes

Let students practice posing in the shape of the letter *K* (capital or lowercase) during recess or activity time. Have them try this both alone and in groups.

## Writing Practice: Ll

These activities help student learn to form letters and give them practice holding a writing tool.

### Lovely, Lacy L

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Hole punch*
- *Lengths of lace*

Make copies of the block letter *L* (capital or lowercase) on cardstock paper. Punch holes one inch apart along the edge of the letter. Give students pieces of lace to weave along their *Ls*. When the decorations are complete, each student can trace the letter with a finger while saying: “/l/, /l/, /l/—lovely, lacy *L*.” For variety, say it together three times in loud, medium, and soft voices.

### Sensory Writing

- *Salt, sand, or sugar*
- *Paint and paintbrushes*
- *Paper*

Have students trace the letter *L* (capital or lowercase) with their fingers in salt, sand, or sugar. Or, have them paint the letter on a piece of paper. Review all letters learned previously and have them say each letter as they write it.

### Letter Paths

- *Block letters (see pp. 14–24)*
- *Pencils or crayons*

Using the block letter *L* (capital or lowercase) have students trace inside the letter shape with crayons or pencils, and then call out the letter name when finished.

## Writing Practice: Mm

These activities help students learn to form letters and give them practice holding a writing tool.

### Marvelous Macaroni M

- *Food coloring*
- *Rubbing alcohol*
- *Macaroni*
- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Glue*

Prepare the macaroni ahead of time by mixing food coloring with a little rubbing alcohol and dyeing the macaroni. Make copies of the large letter *M* (capital or lowercase) on cardstock or heavy paper. Have students glue the macaroni to their *M*s. After the glue is dry, each student can trace the letter with a finger and say, “/m/, /m/, /m/—marvelous macaroni *M*.” For variety, say it together three times in loud, medium, and soft voices.

### Letter Trace

- *Tracing paper*
- *Block letters (see pp. 14–24)*
- *Pencils and art supplies*

Have students trace the letter *M* (capital or lowercase) on transparent paper. They may want to decorate their letters or turn them into animals by adding heads, bodies, and so on.

### Shape Trace

- *Simple shapes of children or human figures*
- *Paper and pencils*

Provide shapes of children or simple human figures. You can find these items in craft stores or make them from heavy paper. Have students place the shapes on blank pieces of paper and trace around them.

### Dot-to-dot

- *Dot-to-dot pictures*

Have students connect dots to make simple pictures. Dots can also be used to form the letter *M* (capital or lowercase). Connecting dots improves hand–eye coordination.

## Writing Practice: Nn

These activities help student learn to form letters and give them practice holding a writing tool.

### Noodly N

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Glue*
- *Spaghetti or other type of noodle*

Make copies of the block letter *N* (capital or lowercase) on cardstock or heavy paper. Let students glue noodles onto the letter shape. When the glue is dry, have each student trace the letter with a finger while saying: “/n/, /n/, /n/—noodly *N*.” For variety, say the words together three times in loud, medium, and soft voices.

### Sensory Writing

- *Salt, sand, or sugar*

Have students practice writing the letter *N* (capital or lowercase) in salt, sand, or sugar. Review previously taught letters and have students say the name of each letter as they write it.

### Letter Paths

- *Block letters (see pp. 14–24)*
- *Pencils or crayons*

Using the block letter *N* (capital or lowercase), have students trace inside the letter paths with a crayon or pencil. Have them call out the letter name when finished.

### Clay N

- *Modeling clay*

Hand out modeling clay to students and have them form the letter *N* (capital or lowercase). Also have them practice forming any letters they have previously learned.

### Painted N

- *Easels*
- *Paint and paintbrushes*

Let students practice painting the letter *N* (capital or lowercase) with paint and brushes.

## Writing Practice: Oo

These activities help student learn to form letters and give them practice holding a writing tool.

### Ollie Octopus O

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Hole puncher*
- *Orange yarn*

Make copies of the block letter *O* (capital or lowercase) on cardstock or heavy paper. Punch holes around the letters, about every inch. Let students thread orange yarn through the holes, starting at the top and going around to the left, until they have formed the letter *O*. Then have each student trace the letter with a finger and say: “/o/, /o/, /o/—Ollie Octopus *O*.” For variety, say it together three times in loud, medium, and soft voices.

### Letter Trace

- *Tracing paper*
- *Block letters (see pp. 14–24)*
- *Pencils*
- *Art supplies*

Have students trace large *O*s on transparent paper. Let them decorate their letters or make them into octopuses by adding eyes, eight legs, and so on. You may also want to review other letters students have already learned.

### Dot-to-dot

- *Dot-to-dot pictures*

Let students connect dots to make simple pictures. Dots can also be used to form an *O*.

### Body Shapes

Let students practice making *O*s with their bodies during recess or activity time. Have them come up with different ways of forming *O*s by themselves and with partners.

## Writing Practice: Pp

These activities help student learn to form letters and give them practice holding a writing tool.

### Perfect, Purple P

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Purple poster paint*

Make copies of the block letter *P* (capital or lowercase) on cardstock or heavy paper. Then let students paint their *Ps* with purple poster paint. When the paint is dry, have each student trace the letter with a finger while saying: “/p/, /p/, /p/—perfect, purple *P*.” For variety, have students say it together three times in loud, medium, and soft voices.

### Sensory Writing

- *Salt, sand, or sugar*

Help students practice making *Ps* (capital or lowercase) in salt, sand, or sugar. Review other letters students have learned and help them say each letter name as they write it.

### Painted P

- *Large pieces of paper*
- *Sponges*
- *Purple paint*

Have students paint the letter *P* (capital or lowercase) with sponges and purple paint on large sheets of paper. Talk about the /p/ sound in *purple* and *paint*.

### Making Shapes

- *Circles of different sizes*
- *Pencils*
- *Art supplies*

Have students practice tracing around different sizes of circles. Let them decorate and color their shape pictures.



## Writing Practice: Qq

These activities help student learn to form letters and give them practice holding a writing tool.

### Quiet Q

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Glue*
- *Cotton balls or batting*

Make copies of the block letter *Q* (capital or lowercase) on cardstock paper. Have students glue cotton onto the *Q* shape. When the glue is dry, let each student trace the letter with a finger and say: “/kw/, /kw/, /kw/—quiet *Q*.” For variety, say the words together three times in loud, medium, and soft voices.

### Shape Trace

- *Simple shapes of animals*
- *Paper and pencils*

Provide shapes of farm animals. (You can find them in craft stores or make your own from heavy paper.) Have students place shapes on blank pieces of paper and trace around the outlines. This helps them practice using pencils.

### Letter Trace

- *Tracing paper*
- *Block letters (see pp. 14–24)*
- *Pencils*
- *Art supplies*

Have students trace large block *Qs* (capital or lowercase) on transparent paper. Let them decorate their letters or create birds, such as quails from the shape of the letter.

### Body Shapes

Let students practice making the letter *Q* (capital or lowercase) with their bodies during recess or activity time. Have them form *Qs* by themselves and with partners. You may also wish to review other letters students have learned.

## Writing Practice: Rr

These activities help students learn to form letters and give them practice holding a writing tool.

### Red Rice R

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Glue*
- *Red rice (colored with red food coloring)*

Make copies of the block letter *R* (capital or lowercase) on cardstock or heavy paper. Have students glue red rice onto their *Rs*. When the glue is dry, let each student trace the letter with a finger and say in unison: “/r/, /r/, /r/—red rice *R*.” For variety, say the words together three times in loud, medium, and soft voices.

### Sensory Writing

- *Salt, sand, or sugar*

Help students practice making capital *Rs* (capital or lowercase) in salt, sand, or sugar. Have students say the letter name as they form it. You may also want to review other letters previously taught.

### Clay R

- *Modeling clay*

Hand out modeling clay to students and have them form the letter *R* (capital or lowercase). Also have them practice forming any letters they have previously learned.  
Colored chalk

Students can draw letters with chalk on the sidewalk. Emphasize the letter *R*, but include other letters as a review.

### Letter Paths

- *Block letters (see pp. 14–24)*
- *Crayons or pencils*

Make copies of the block letter *R* (capital or lowercase). Have students trace inside the letter outlines with crayons or pencils. Have them call out the letter name when they finish.

## Writing Practice: Ss

These activities help student learn to form letters and give them practice holding a writing tool.

### Silly, Salty S

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Glue*
- *Rock salt*

Make copies of the block letter *S* (capital or lowercase) on cardstock or heavy paper. Have each student glue salt onto the *S*. When the glue is dry, students can trace the letters with their fingers and say: “/s/, /s/, /s/—silly, salty *S*.” For variety, say the words together three times in loud, medium, and soft voices.

### Shape Trace

- *Various sizes of circles*
- *Pencils or crayons*

Have students practice tracing around the shape of a circle. When they are finished they can decorate and color their shape pictures.

### Letter Trace

- *Tracing paper*
- *Block letters (see pp. 14–24)*
- *Pencils*
- *Art supplies*

Have students trace an *S* (capital or lowercase) on transparent paper. They may want to decorate their letters or make them into sea horses by adding eyes, fins, stripes, and so on.

### Dot-to-dot

- *Dot-to-dot pictures*

Let students connect dots to make simple pictures. Dots can also be used to form an *S*. (Connecting dots improves eye–hand coordination.)

### Body Shapes

Let students practice making an *S* with their bodies during recess or activity time. Have them practice making the letter *S* in different ways and with different partners. After making the shape, they can slither away like snakes, making the sound for *S*.

## Writing Practice: Tt

These activities help students learn to form letters and give them practice holding a writing tool.

### Toothy T

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Toothbrushes*
- *Paint*

Make copies of the block letter *T* (capital or lowercase) on cardstock paper. Have students dip toothbrushes into paint and paint their *Ts*, following the shape of the block letter. When the paint is dry, each student can trace the letter with a finger while saying: “/t/, /t/, /t/—toothy *T*.” For variety, say the words together three times in loud, medium, and soft voices.

### Sensory Writing

- *Salt, sand, or sugar*

Help students trace the letter *T* (capital or lowercase) with their fingers in salt, sand, or sugar. Have them say the letter as they write it. You may wish to review other letters as well.

### Painted T

- *Easels*
- *Large pieces of paper*
- *Toothbrushes*
- *Paint*

Have students paint letters on large pieces of paper with the toothbrushes.

### Letter Paths

- *Block letters (see pp. 14–24)*
- *Crayons or pencils*

Make copies of the block letter *T* (capital or lowercase). Have students trace inside the letter paths with crayons or pencils. Have them call out the name of the letter when they finish.

## Writing Practice: Uu

These activities help students learn to form letters and give them practice holding a writing tool.

### Ugly Letter U

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Paint and paint brushes*

Make copies of the block letter *U* (capital or lowercase) on cardstock or heavy paper. Have students paint their *Us* with whatever colors of paint they think are “ugly.” When the paint is dry, each student can trace the letter with a finger and say: “/u/, /u/, /u/—ugly letter *U*.” For variety, say the words together three times in loud, medium, and soft voices.

### Sensory Writing

- *Tracing paper*
- *Block letters (see pp. 14–24)*
- *Pencils*
- *Art supplies*

Have students trace a large *U* (capital or lowercase) on transparent paper. Let them decorate their letters or make them into funny birds by adding feathers, heads, legs, beaks, and so on.

### Dot-to-dot

- *Dot-to-dot pictures*

Let students connect dots to make simple pictures. Dots can also be used to form the letter *U* (capital or lowercase).

### Body Shapes

Let students practice making the letter *U* with their bodies during recess or activity time. Have them practice forming the letter *U* in different ways and with different partners.

## Writing Practice: Vv

These activities help students learn to form letters and give them practice holding a writing tool.

### Violet V

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Violet paint or markers*

Make copies of the block letter *V* (capital or lowercase) on cardstock or heavy paper. Have students color the lines of their *V* with violet paint or markers. When the paint is dry, each student can trace the letter with a finger as they all say together: “/v/, /v/, /v/—violet *V*.” For variety, say the words together three times in loud, medium, and soft voices.

### Letter Trace

- *Tracing paper*
- *Block letters (see pp. 14–24)*
- *Pencils or crayons*

Have students trace the block letter *V* (capital or lowercase) on transparent paper. Let them decorate their letters or create valentines from the shapes. You may want to have them review other letters as well.

### Making Shapes

- *Different sizes of triangles*
- *Pencils and art supplies*

Have students practice tracing around different sizes of triangle stencils. Let them decorate and color their shape pictures.

### Clay V

- *Modeling clay*

Hand out modeling clay to students and have them form the letter *V* (capital or lowercase). Also have them practice forming any letters they have previously learned.

### Painted V

- *Sponges*
- *Water*

Have students paint the letter *V* and other letters with water and sponges on the sidewalk.

## Writing Practice: Ww

These activities help student learn to form letters and give them practice holding a writing tool.

### Wee, Wacky W

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Hole puncher*
- *Yarn*

Make copies of the large block capital *W* or lowercase *w* on cardstock or heavy paper. Punch holes around the *W* about every inch. Have students start on the left side of their *Ws* and sew along the shape, making “wee” stitches with yarn. Then let each student trace the letter with a finger while saying: “/w/, /w/, /w/—wee, wacky *W*.” For variety, say it together three times in loud, medium, and soft voices.

### Sensory Writing

- *Salt, sand, or sugar*

Help students practice making *Ws* in salt, sand, or sugar. Have them review letters they have already learned. They can say the letter name each time they form a letter.

### Dot-to-dot

- *Dot-to-dot pictures*

Let students connect dots to make simple pictures. (Dots can be used to form a capital *W* or lowercase *w*.)

### Body Shapes

Have students make a *W* with their bodies during recess or activity time. Have them experiment with different ways and with other students.

## Writing Practice: Xx

These activities help students learn to form letters and give them practice holding a writing tool.

### X-ray X

- *Black or dark cardstock*
- *Block letters (see pp. 14–24)*
- *Tongue depressor sticks*
- *Beads, buttons, or other collage items*
- *Glue*

Make copies of the large capital *X* or lowercase *x* on dark cardstock or heavy paper. Have students glue tongue depressor sticks over their *Xs*. Supply beads, buttons, or trim for students to glue onto the sticks. When the glue is dry, have each student trace the letter with a finger and say: “*X, X, X—X-ray X*.” For variety, say it three times together in loud, medium, and soft voices.

### Sensory Writing

- *Salt, sand, or sugar*

Help students practice making *Xs* in salt, sand, or sugar. Review other letters students have learned; help them say the name of each letter as they write it.

### Clay X

- *Modeling clay*

Let students form the letter *X* out of modeling clay.

### Painted X

- *Water*
- *Large paintbrushes*

Paint large *Xs* with water and brushes on the sidewalk to “mark the spot.”

### Letter Paths

- *Block letters (see pp. 14–24)*
- *Crayons or pencils*

Make copies of the block letter *X* (capital or lowercase). Have students trace inside the letter shape with crayons or pencils.

## Writing Practice: Yy

These activities help students learn to form letters and give them practice holding a writing tool.

### Yellow Yarn Y

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Yellow yarn*
- *Glue*

Make copies of the large capital *Y* or lowercase *y* on cardstock or heavy paper. Have students glue pieces of yellow yarn along the *Y* shape. When the glue is dry, each student can trace the letter with a finger and say in unison: “/y/, /y/, /y/—yellow yarn *Y*.” For variety, say it three times together in loud, medium, and soft voices.

### Letter Trace

- *Tracing paper*
- *Block letters (see pp. 14–24)*
- *Pencils*
- *Art supplies*

Students can trace large *Ys* (capital or lowercase) on transparent paper. Let them decorate their letters or make them into silly yaks by adding legs, heads, eyes, and so on.

### Body Shapes

Let students practice making *Ys* (capital or lowercase) with their bodies during recess or activity time.

## Writing Practice: Zz

These activities help students learn to form letters and give them practice holding a writing tool.

### Zany, Zebra Z

- *Cardstock*
- *Block letters (see pp. 14–24)*
- *Black and white paint*
- *Paintbrushes*

Make copies of the large capital *Z* or lowercase *z* on cardstock or heavy paper. Have students paint black and white stripes around the lines of their *Zs*. When the paint is dry, each student can trace the letter with a finger and say: “/z/, /z/, /z/—zany, zebra *Z*.” For variety, say it three times together in loud, medium, and soft voices.

### Sensory Writing

- *Salt, sand, or sugar*
- *Finger paints*
- *Large pieces of paper*
- *Easels*

Help students practice making *Zs* in salt, sand, or sugar. They can also make finger paintings of letters.

### Clay Z

- *Modeling clay*

Give modeling clay to your students and let them form the letter *Z*. Help them review the letter name; they can also form other letters they have learned.

### Dot-to-dot

- *Dot-to-dot pictures*

Let students connect dots to make pictures. Dots can also be used to make a *Z*. Connecting dots improves eye–hand coordination.

### Making Shapes

- *Triangles of different sizes*
- *Pencils and art supplies*

Have students practice tracing around different sizes of triangle stencils. Let them decorate and color their shape pictures.

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# Block Letter Chart: Capital

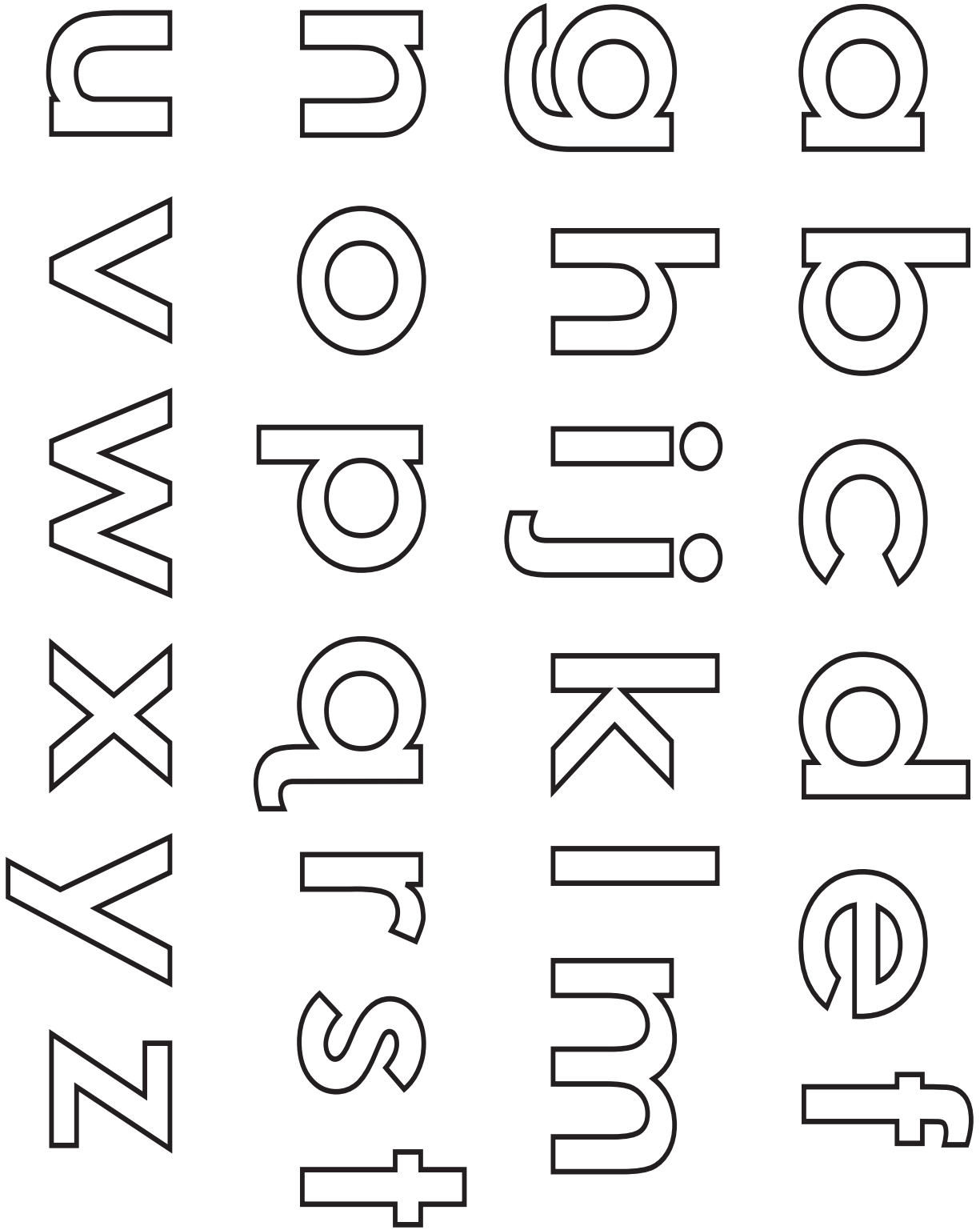
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A B C D E F  
G H I J K L M  
N O P Q R S T  
U V W X Y Z

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# Block Letter Chart: Lowercase

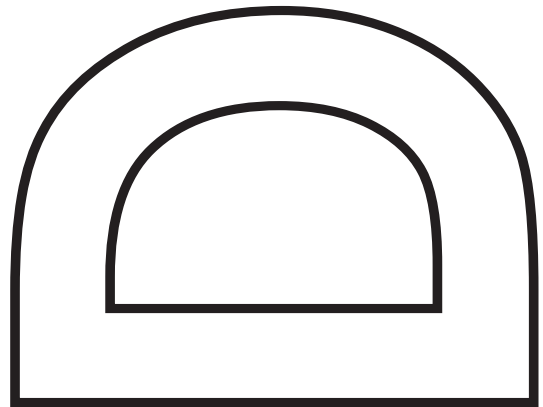
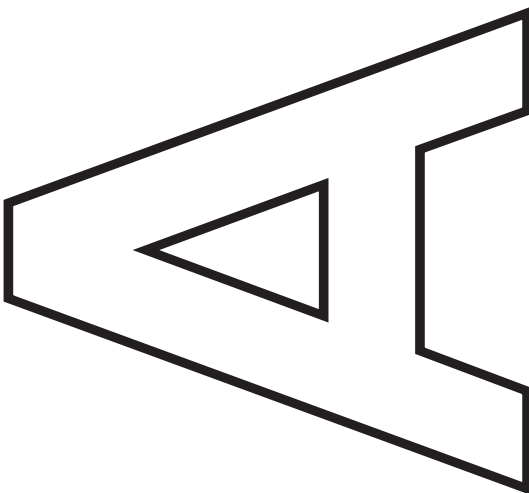
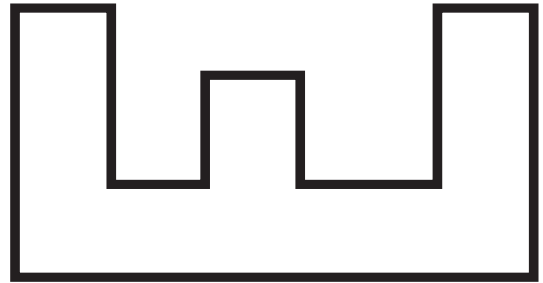
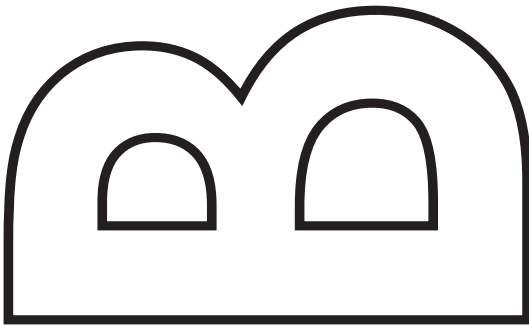
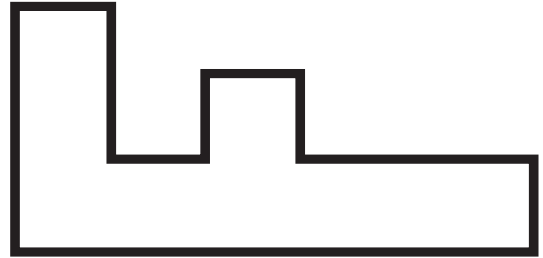
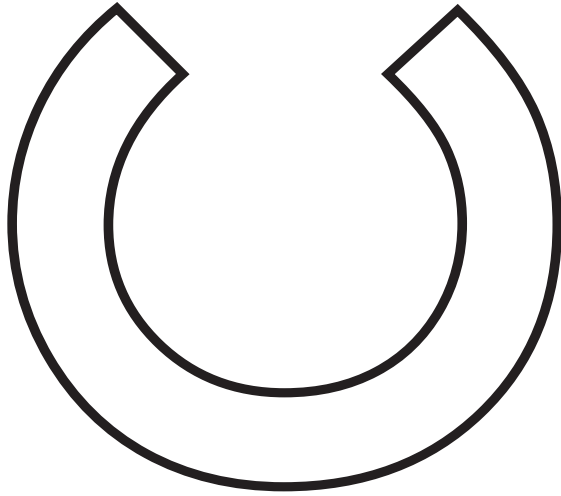
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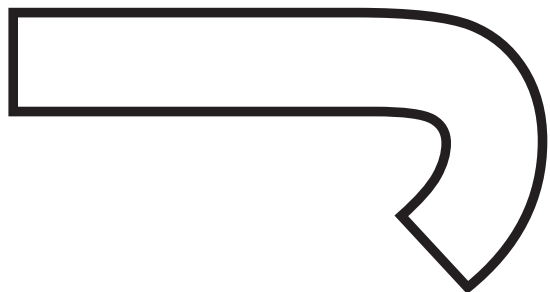
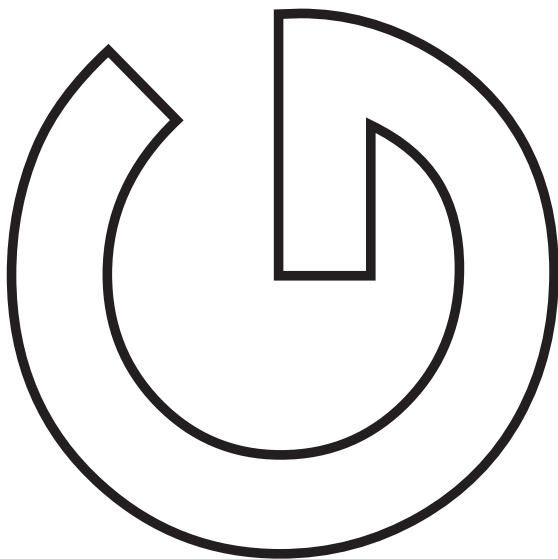
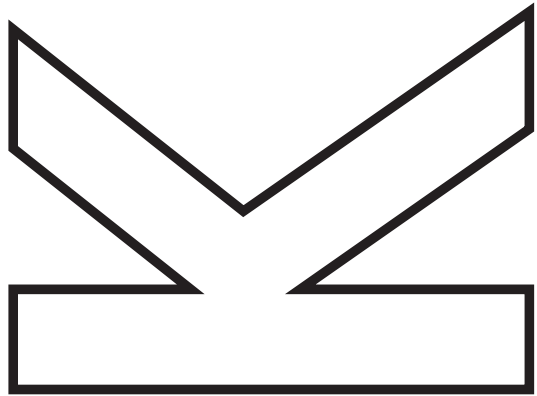
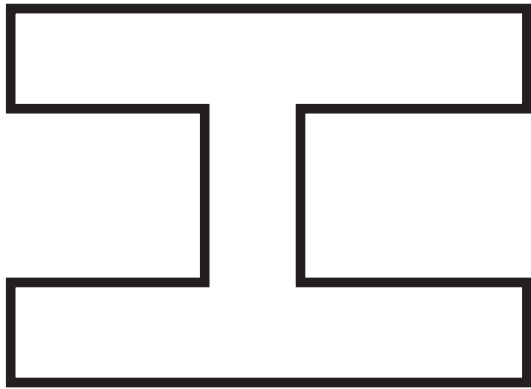
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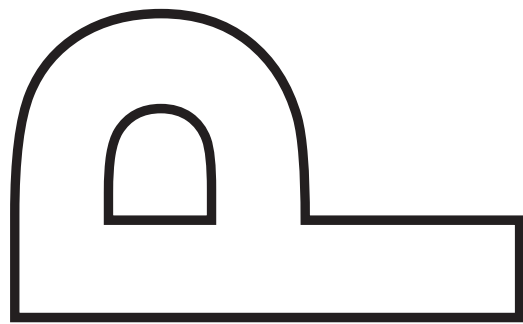
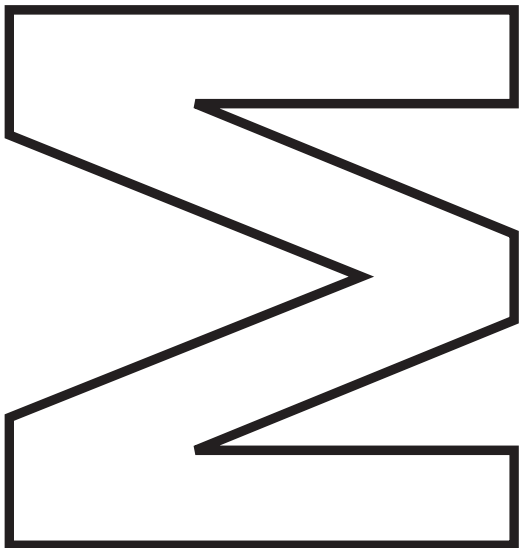
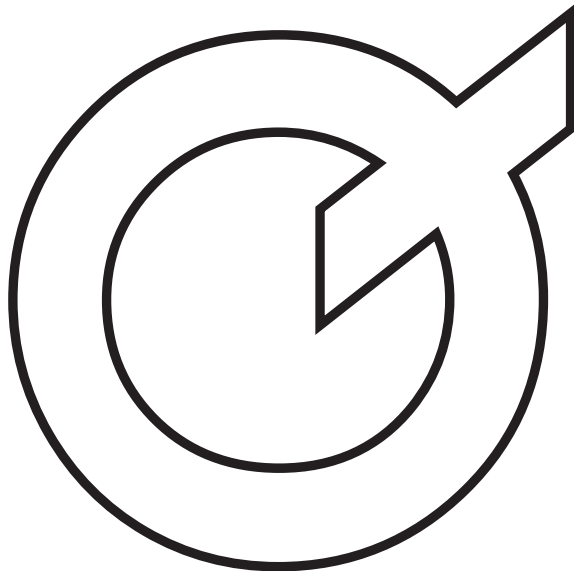
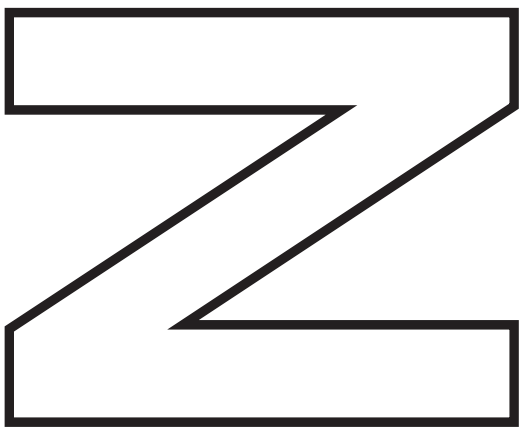
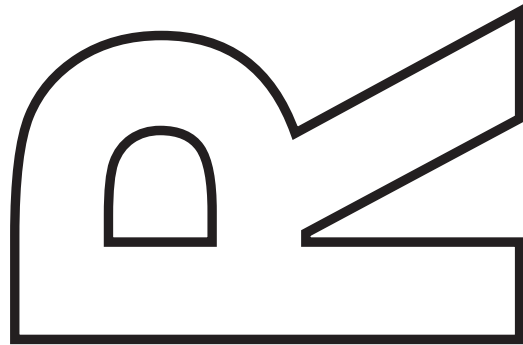
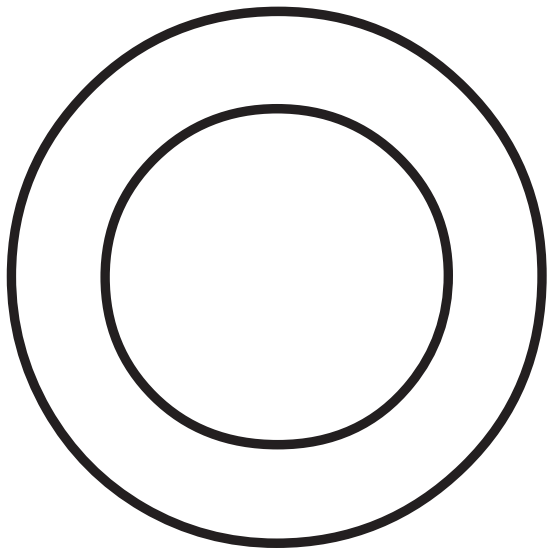
# Capital Block Letters

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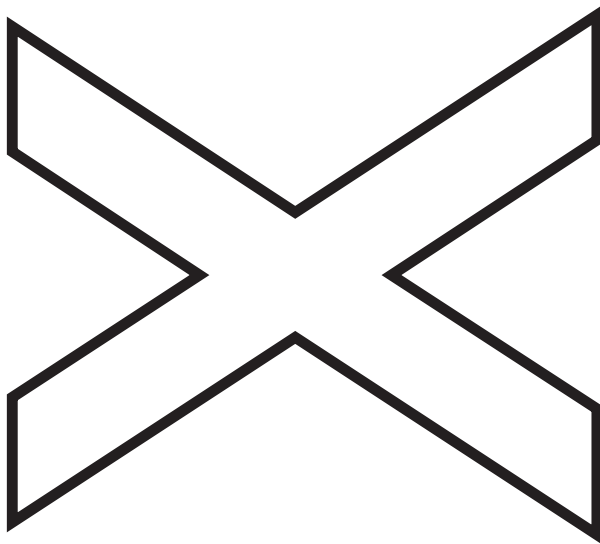
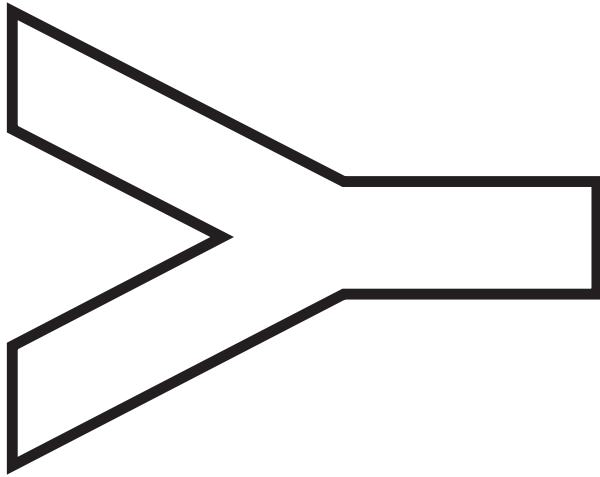
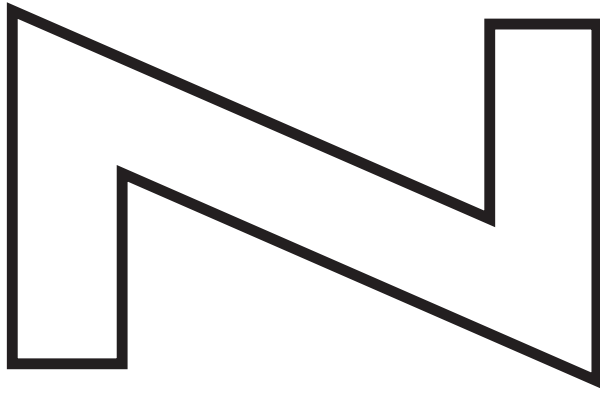
D

T

S

W

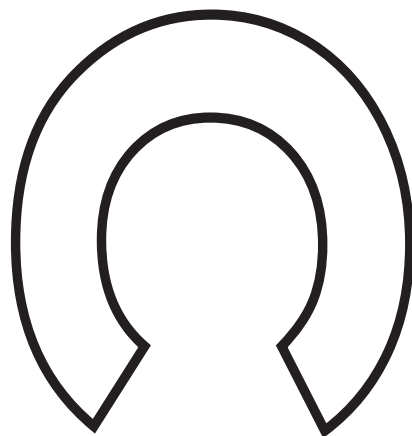
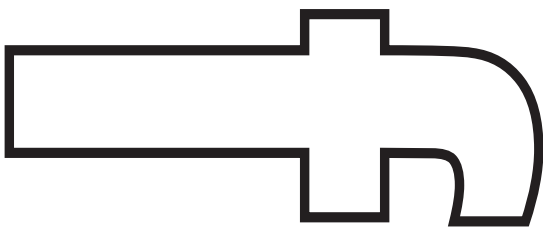
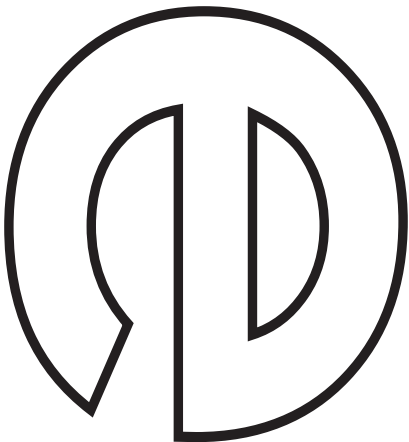
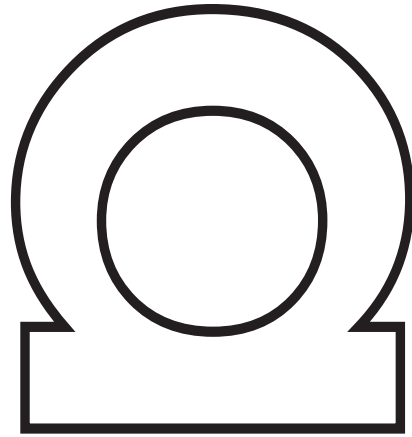
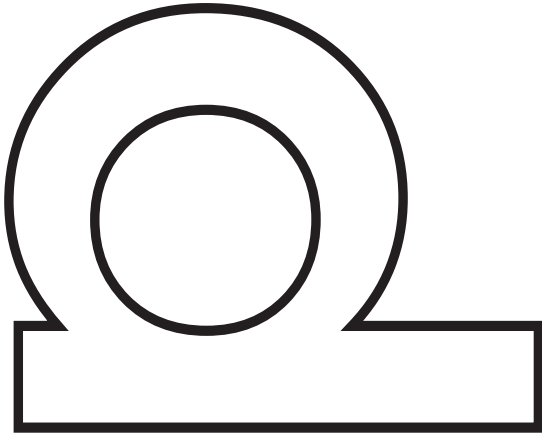
V

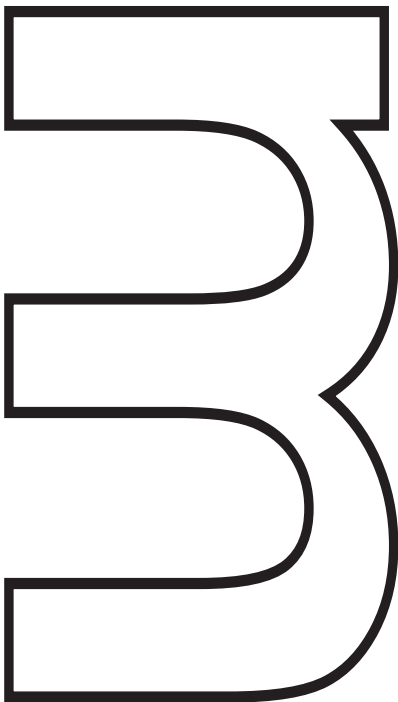
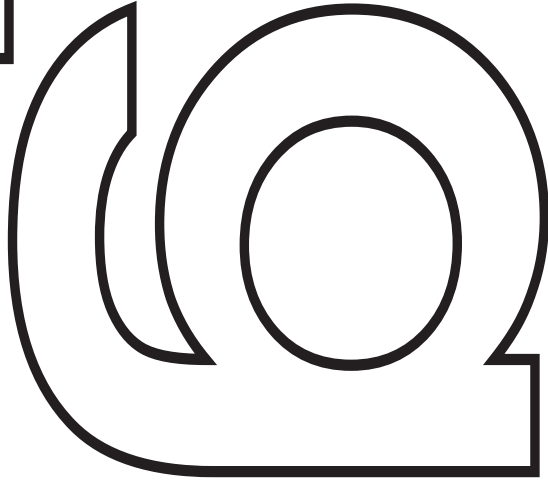
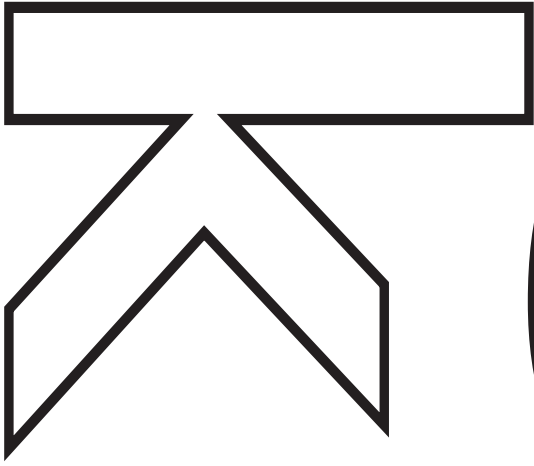


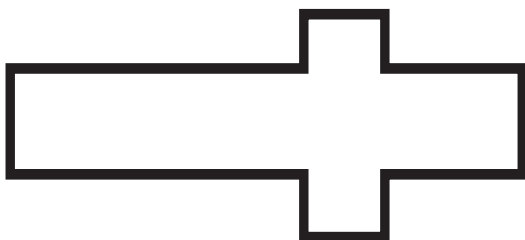
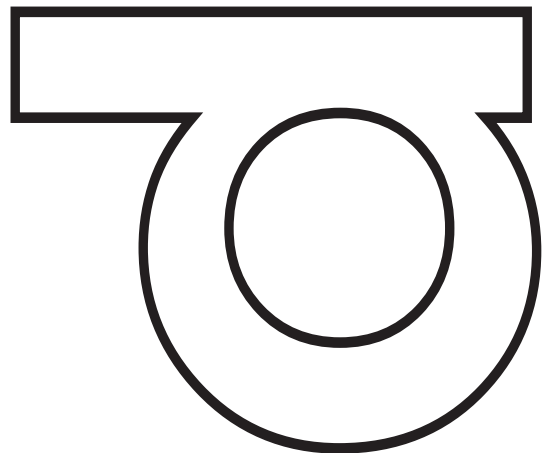
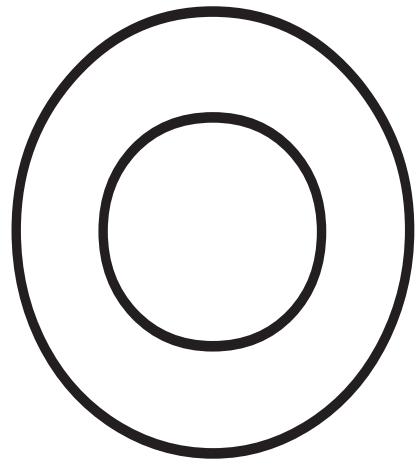
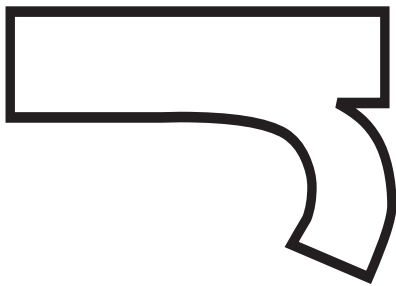
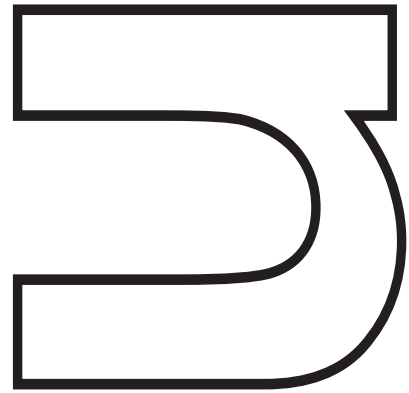
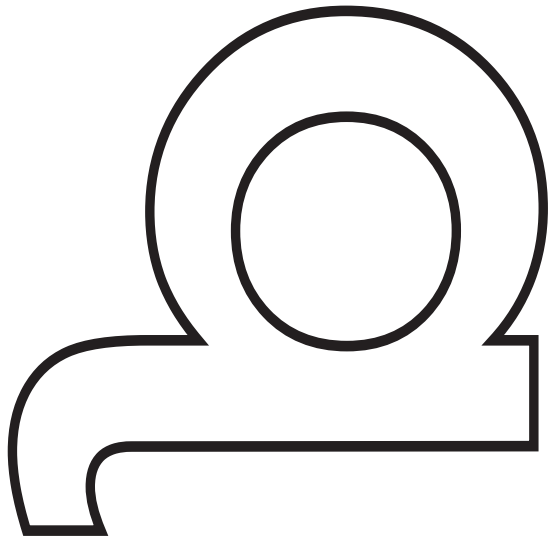
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# Lowercase Block Letters

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Z Y X

W V U

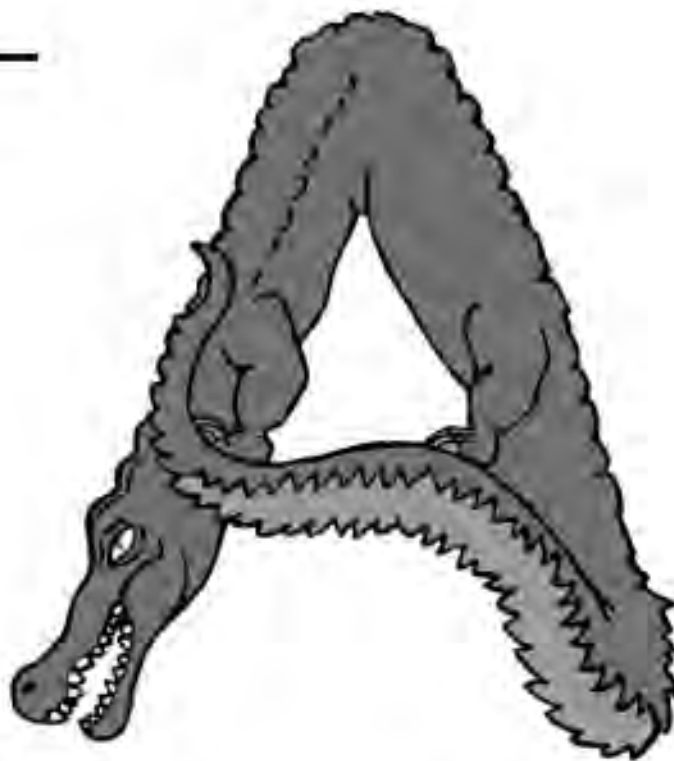
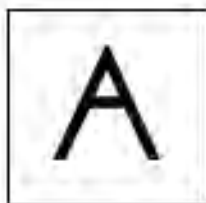


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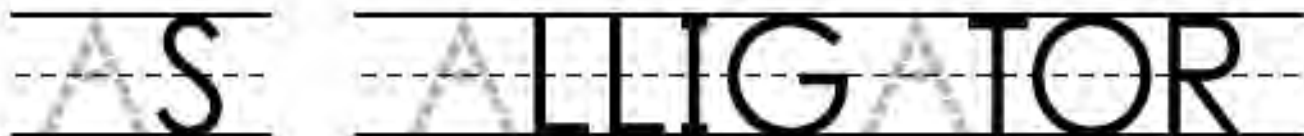
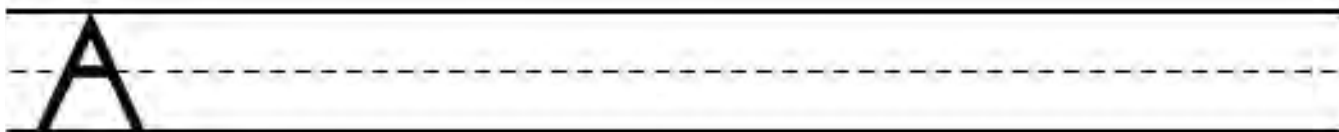
## Letter Picture Handwriting Worksheets: Capital

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Name \_\_\_\_\_

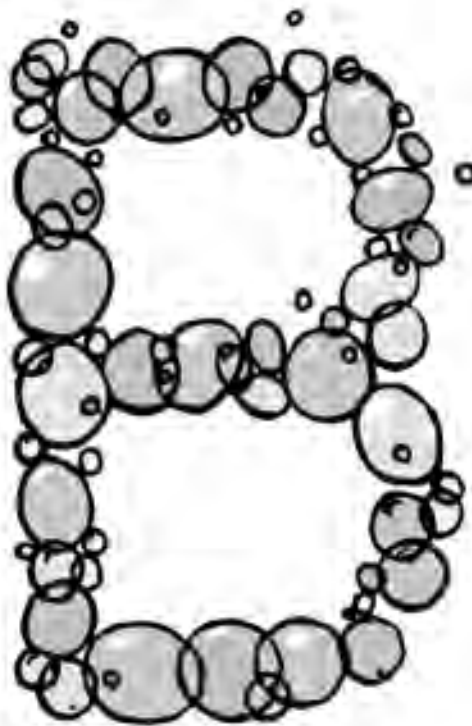


A: "Slant down, slant down, across. Capital A."



Name \_\_\_\_\_

B



B: "Down, up, curve around, curve around. Capital B."

B B B B B B B

B

BLUEBIRD

BUBBLES

BATHS

Name \_\_\_\_\_

C



C: "Curve around. Capital C."

C C C C C C C

C

CAKE

CAN

CATERPILLAR

Name \_\_\_\_\_

D



D: "Down, up, curve around. Capital *D*."

D D D D D D D

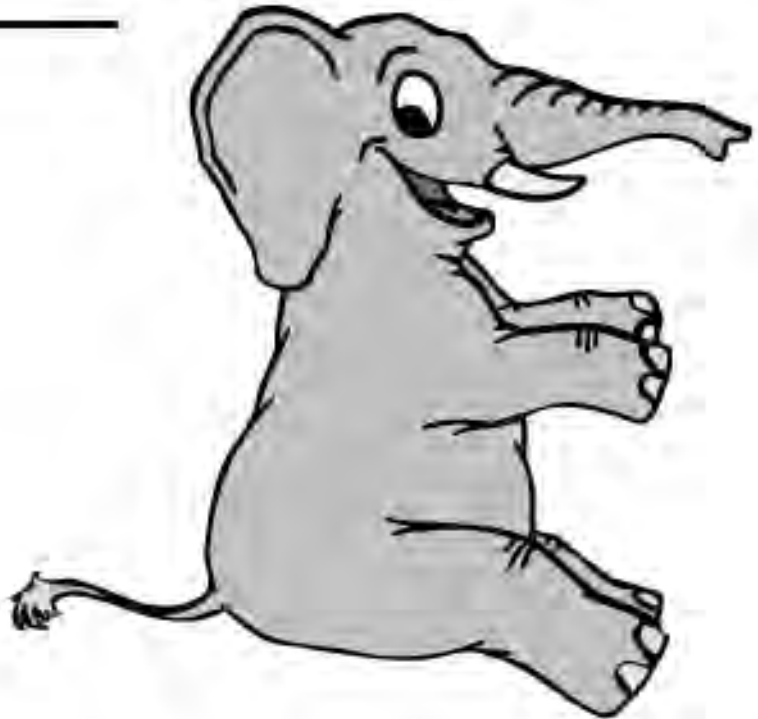
D

DIDDLE DOG

DISH DINOSAUR

Name \_\_\_\_\_

E



E: "Across, down, across, across. Capital E."

E E E E E E E E E E

E

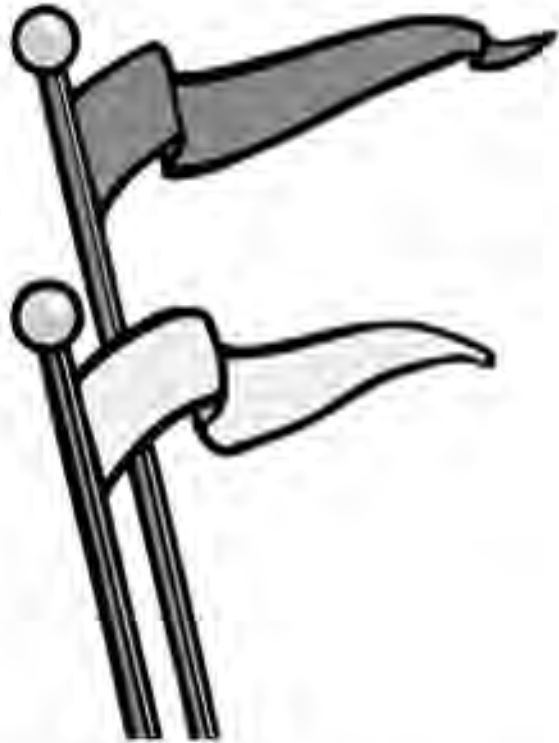
ELPHANT

ED

EDNA

Name \_\_\_\_\_

F



F: "Across, down, across. Capital F."

F F F F F F F F

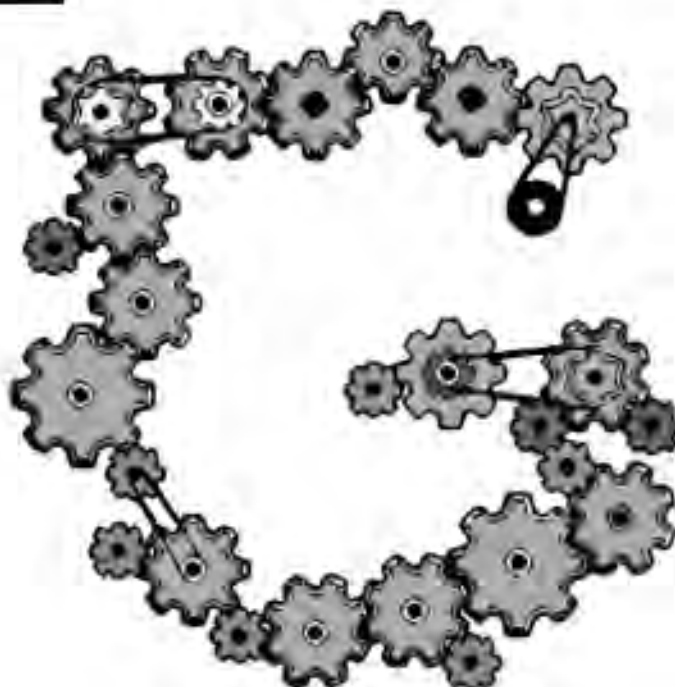
F

FARMER

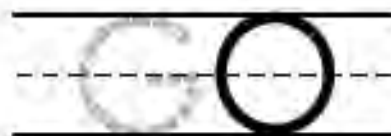
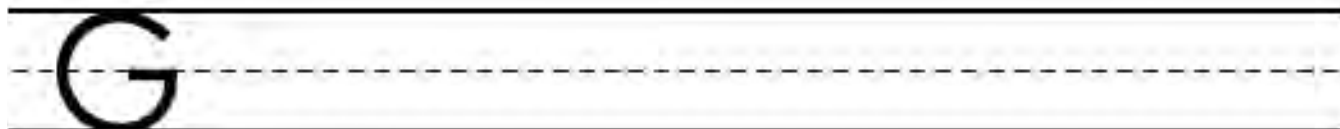
FLAG

FRED

Name \_\_\_\_\_



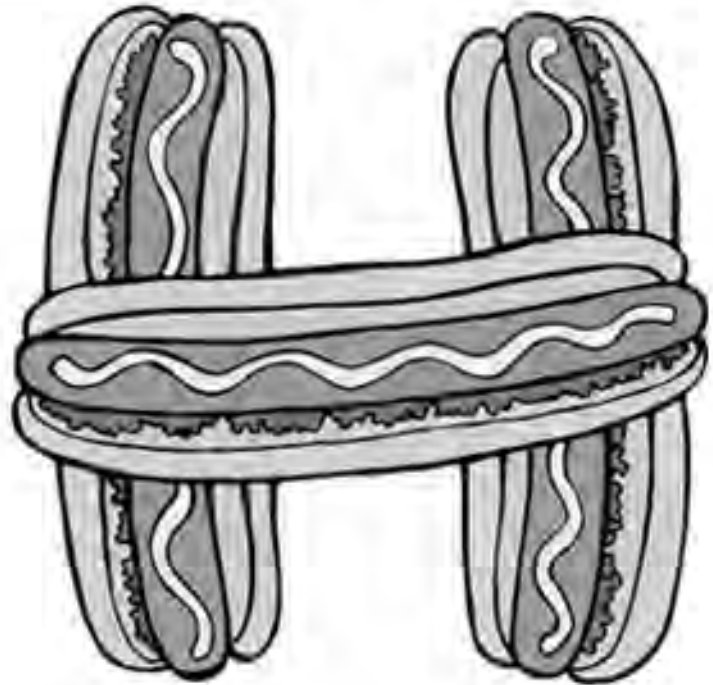
G: "Curve around, in. Capital G."



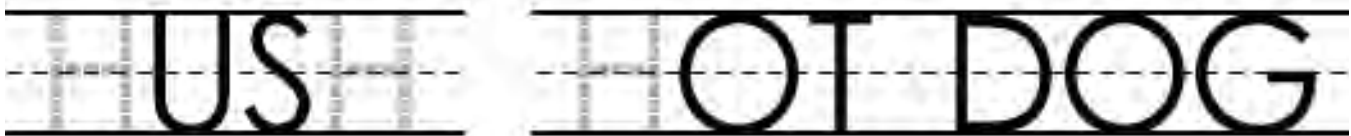
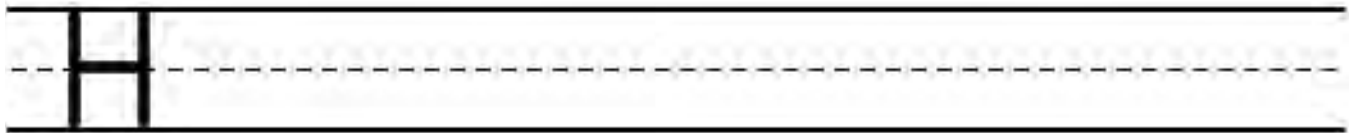
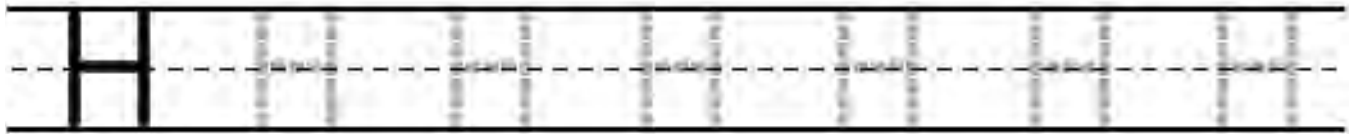


Name \_\_\_\_\_

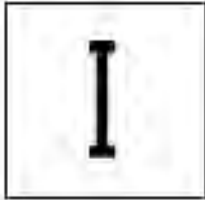
H



H: "Down, down, across. Capital *H*."



Name \_\_\_\_\_



I: "Down, across, across. Capital I."



Name \_\_\_\_\_

J



J: "Down, curve up. Capital *J*."

J J J J J J J

J

JACK JILL

JESTER

Name \_\_\_\_\_

K



K: "Down, slant down, slant down. Capital K."

K K K K K K K

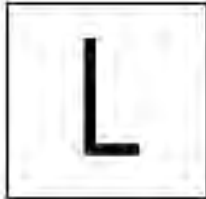
K

KITTENS

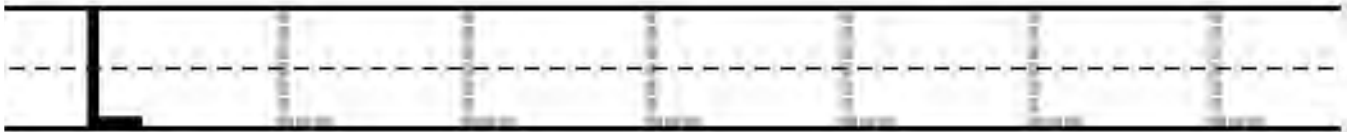
KING

KARATE

Name \_\_\_\_\_



L: "Down, across. Capital L."

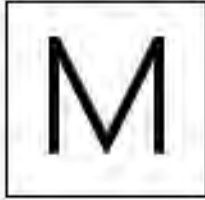


LITTLE

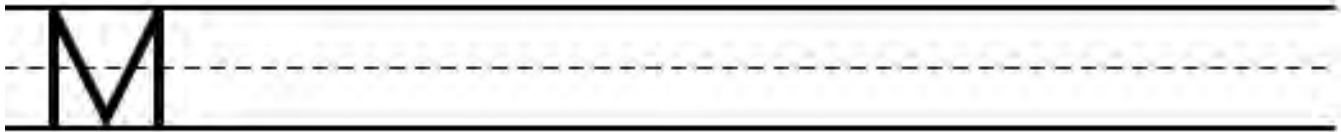
LAMB

LEPRECHAUN

Name \_\_\_\_\_



M: "Down, lift, slant down, slant up, down. Capital *M*."



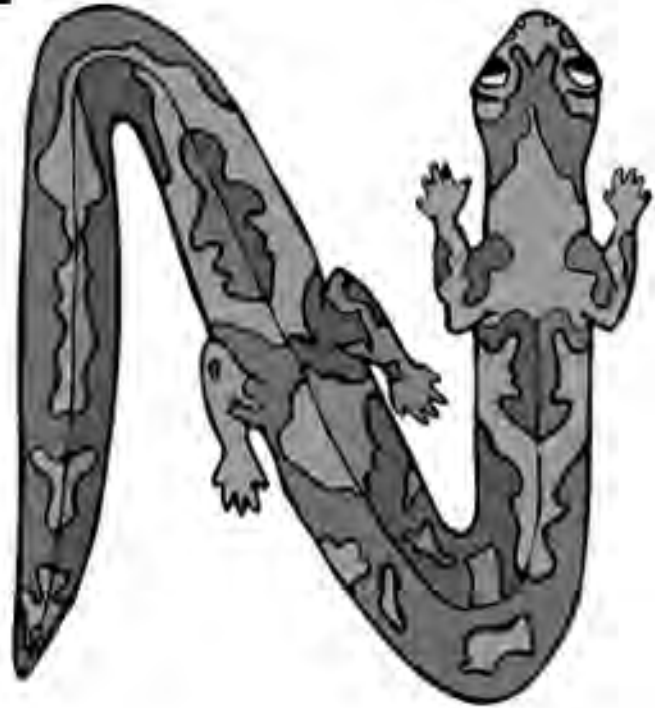
MISS

MUFFET

MOUNTAIN

Name \_\_\_\_\_

N



N: "Down, lift, slant down, up. Capital N."

N N N N N N N N

N

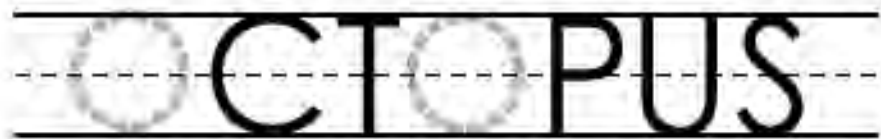
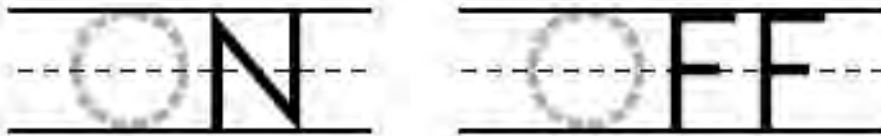
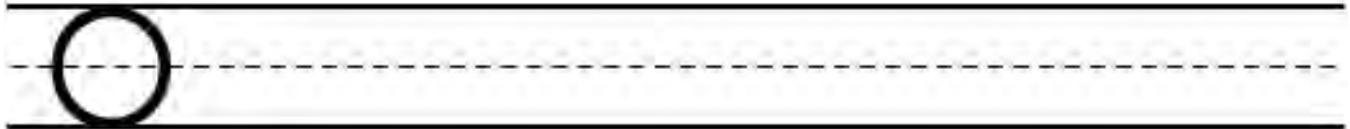
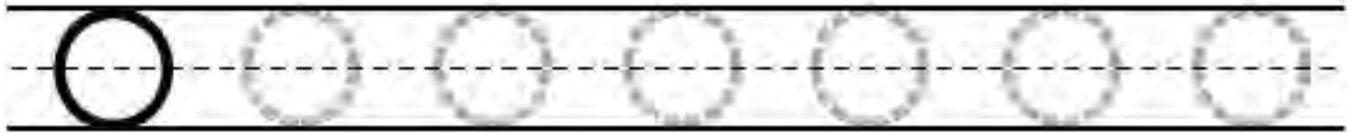
NOSE NEWT

NOON

Name \_\_\_\_\_



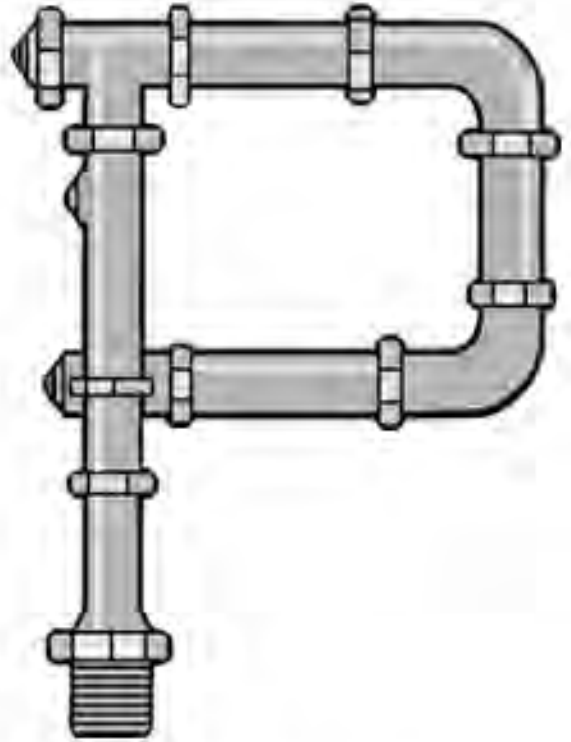
O: "Curve around. Capital O."





Name \_\_\_\_\_

P



P: "Down, up, curve around. Capital P."

P P P P P P P

P

PIG

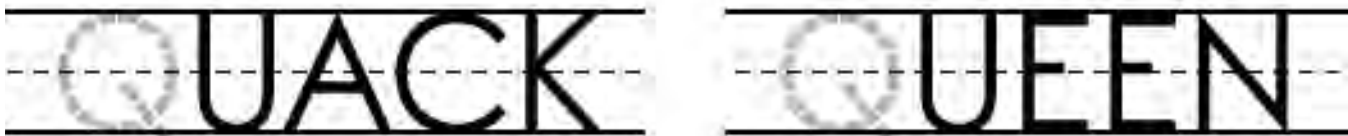
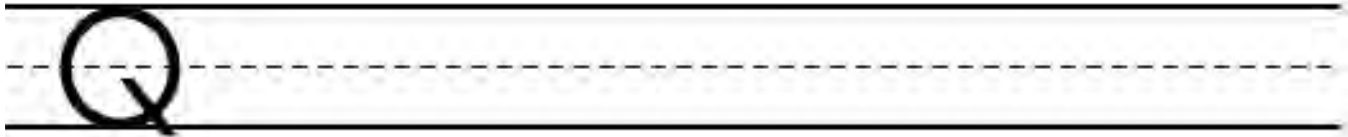
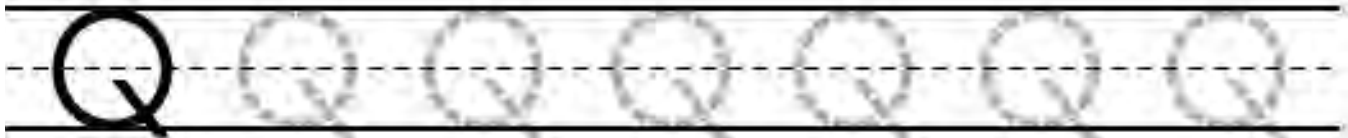
PIPES

PAGE

Name \_\_\_\_\_

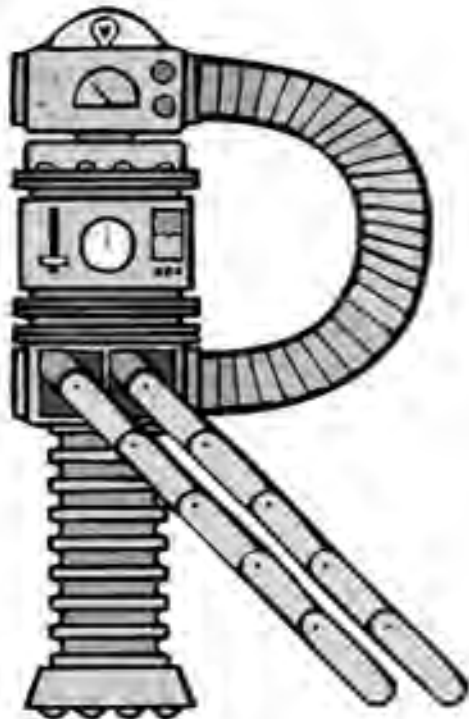


Q: "Curve around, lift, slant down. Capital Q."



Name \_\_\_\_\_

R



R: "Down, up, curve around, slant down. Capital R."

R R R R R R R R

R

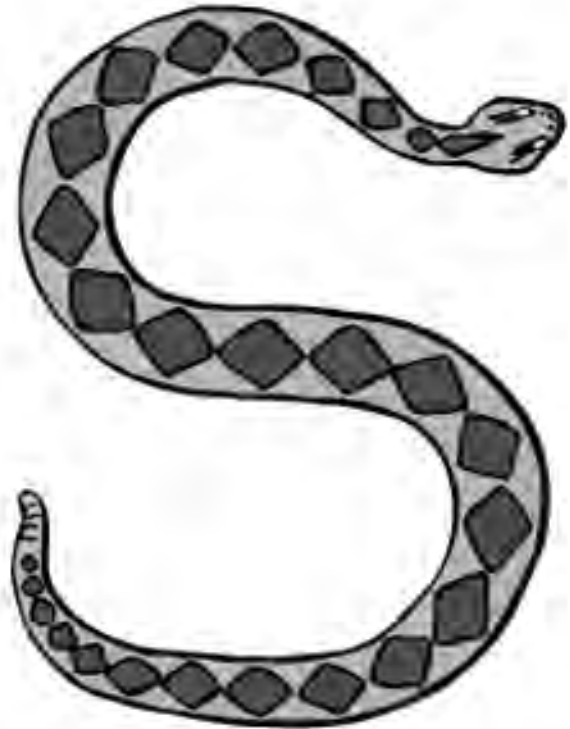
RABBIT

ROBOT

RADISHES

Name \_\_\_\_\_

S



S: "Up, over, curve around, curve around. Capital S."

S S S S S S S

S

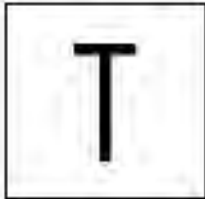
SPIDER

SPOUT

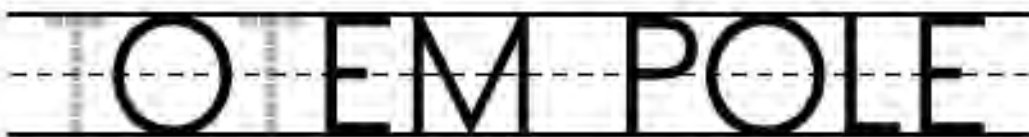
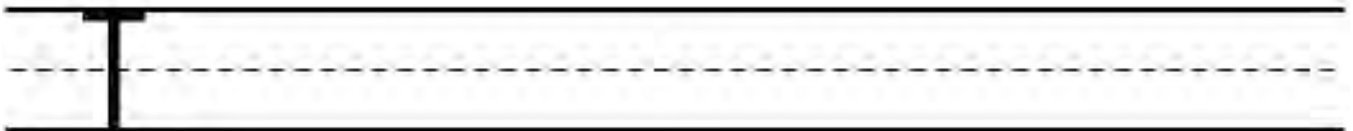
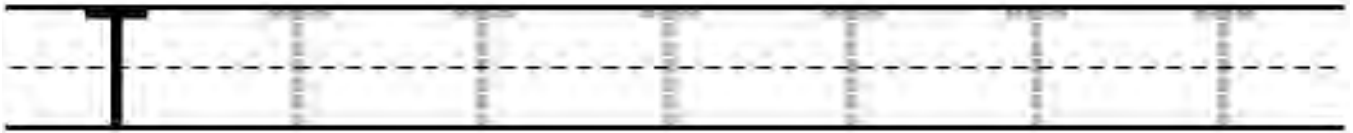
SUN

SNAKE

Name \_\_\_\_\_

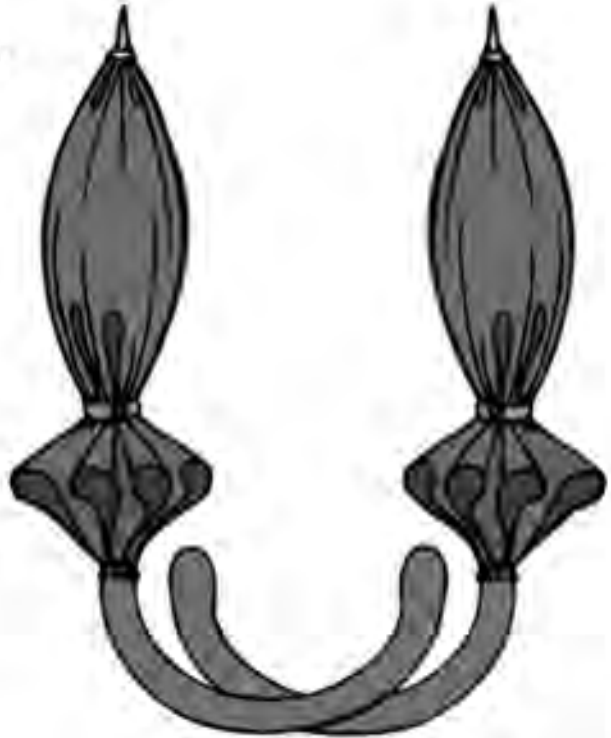


T: "Down, lift, across. Capital T."

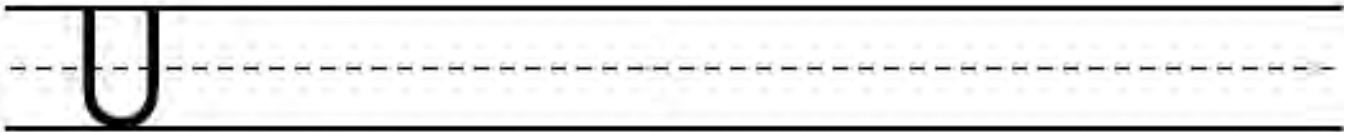
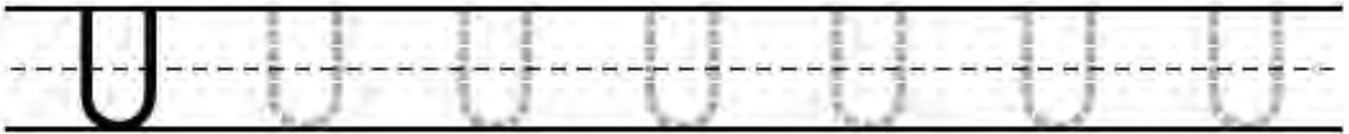


Name \_\_\_\_\_

U



U: "Down, curve up. Capital U."

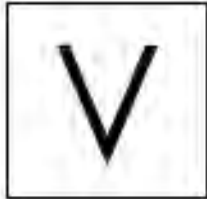


UP

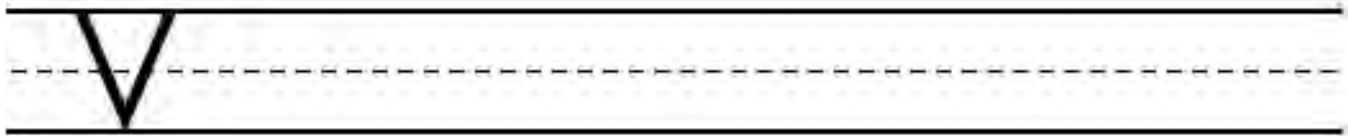
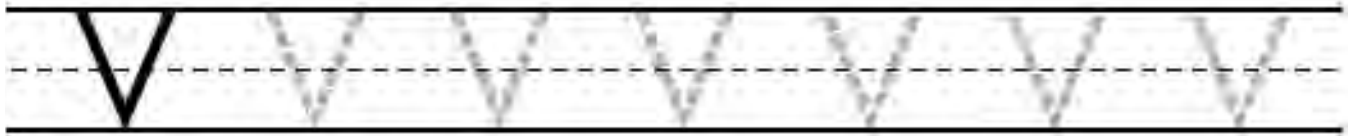
UMBRELLA

UNCLE

Name \_\_\_\_\_



V: "Slant down, slant up. Capital V."



VALENTINE

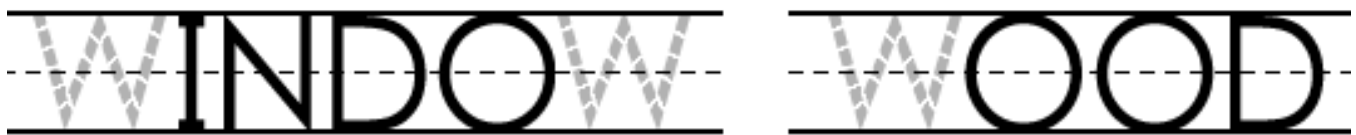
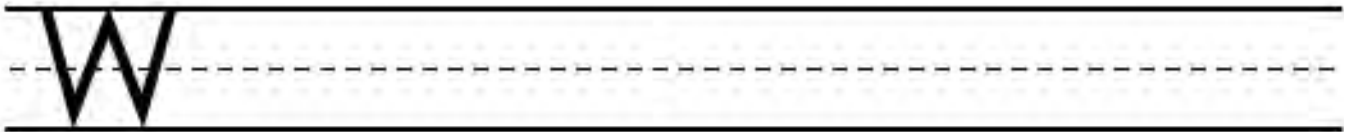
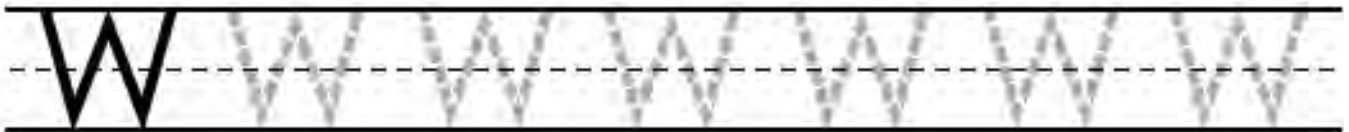
VIOLIN

VIOLETS

Name \_\_\_\_\_

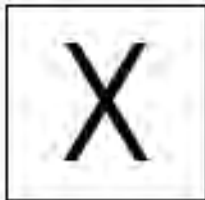


W: "Slant down, slant up, slant down, slant up. Capital W."

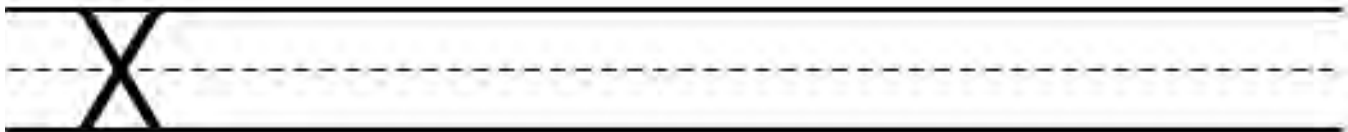
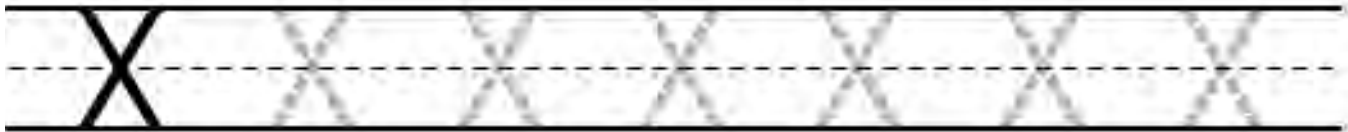




Name \_\_\_\_\_



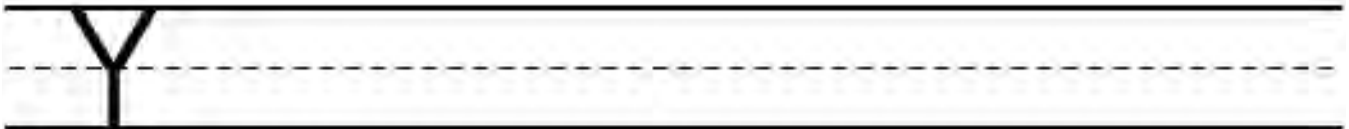
X: "Slant down, slant down. Capital X."



Name \_\_\_\_\_



Y: "Slant down, slant down, down. Capital Y."



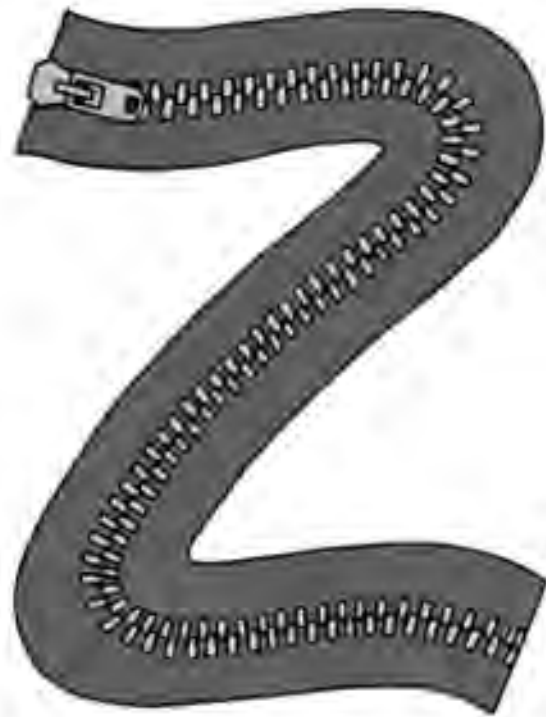
YANKEE

YAK

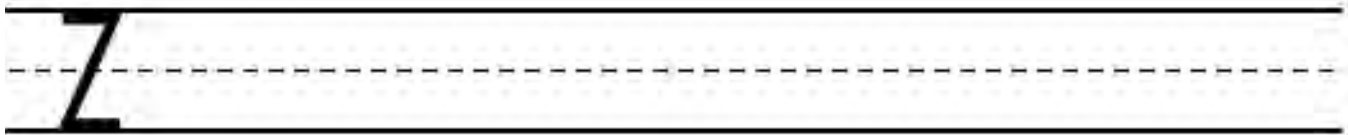
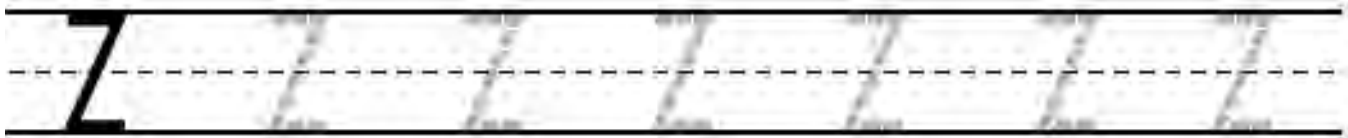
YELLOW

Name \_\_\_\_\_

Z



Z: "Across, slant down, across. Capital Z."



ZIMBA ZAYA

ZAY ZULU ZIPPER

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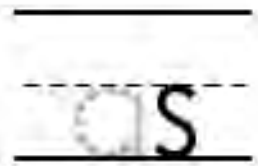
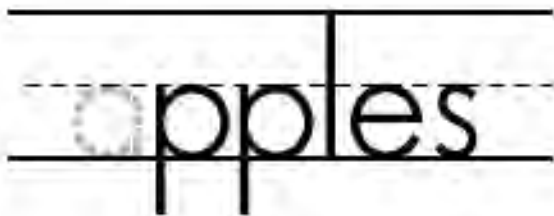
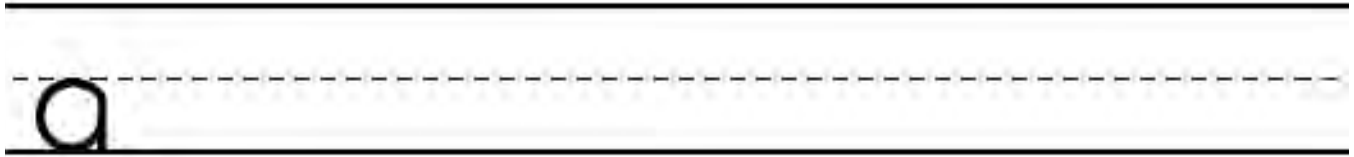
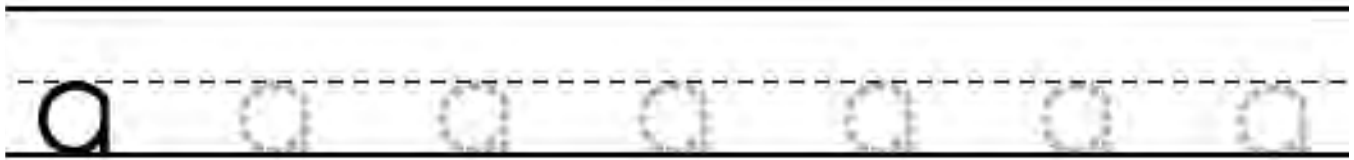
## Letter Picture Handwriting Worksheets: Lowercase

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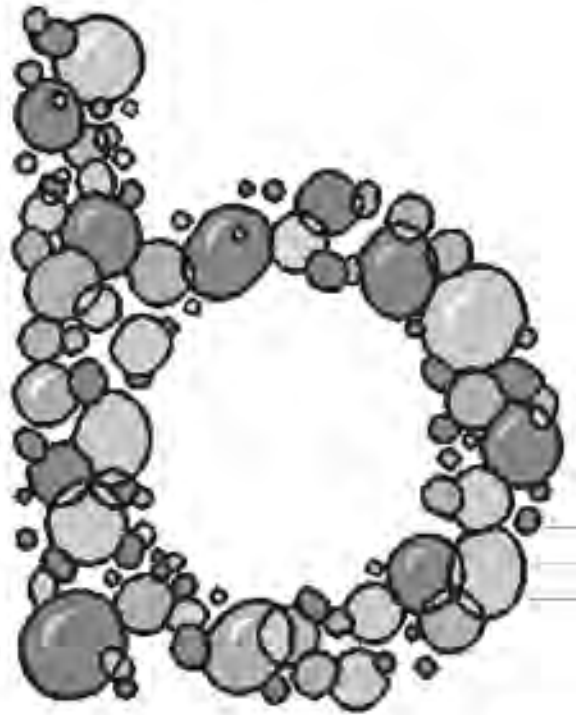
Name \_\_\_\_\_



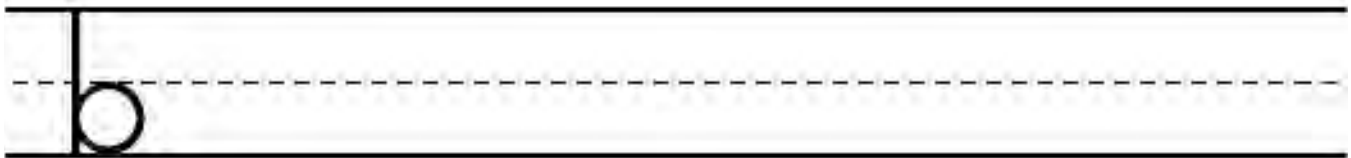
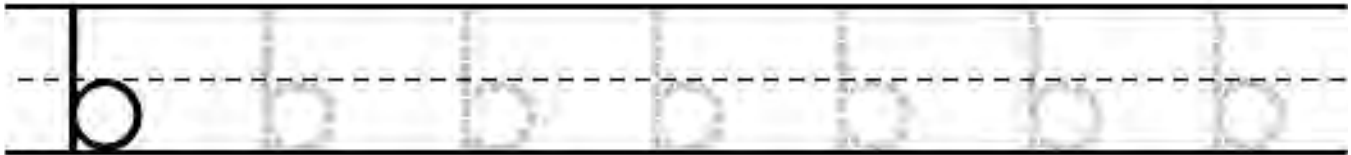
a: "Over, around, up, down. Lowercase a."



Name \_\_\_\_\_



b: "Down, up, curve around. Lowercase *b*."



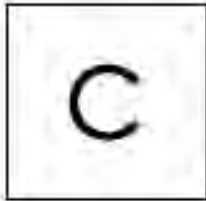
bluebirds

bathe

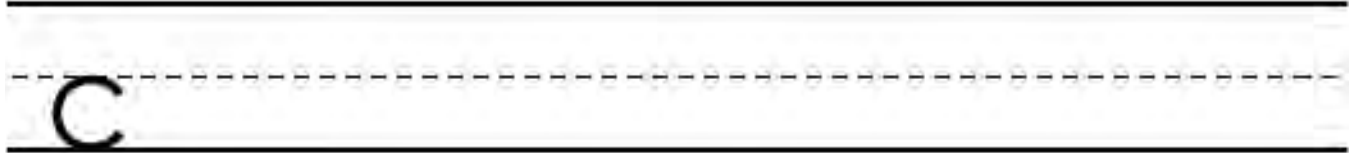
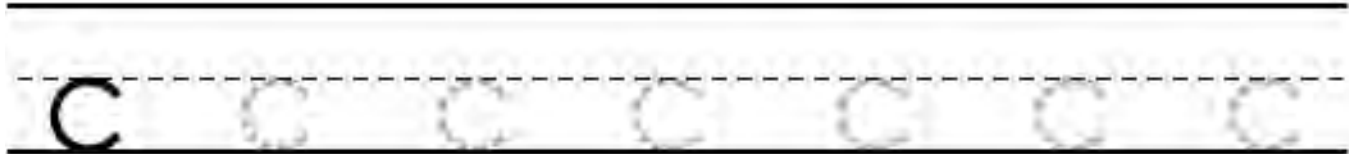
bubble

baths

Name \_\_\_\_\_



c: "Up, over, around, up. Lowercase c."



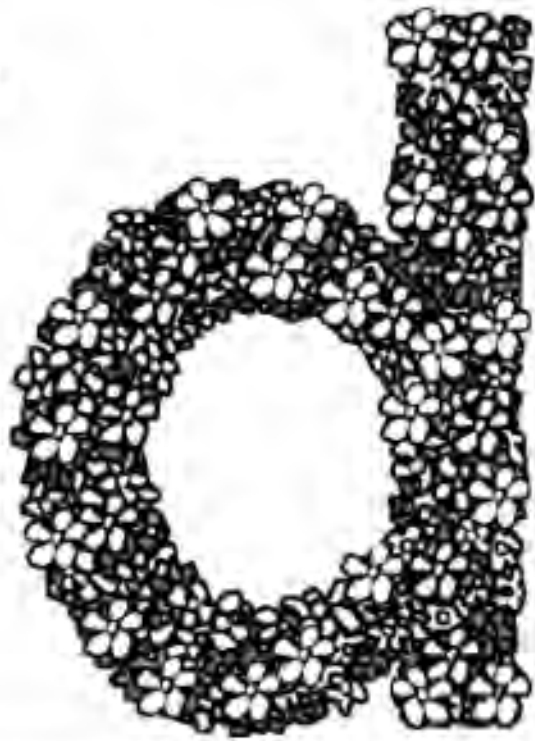
cookie

crumbly

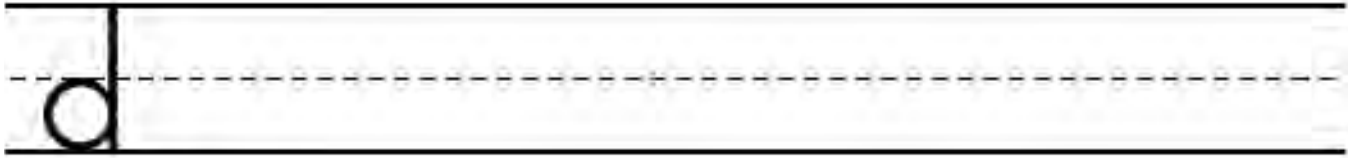
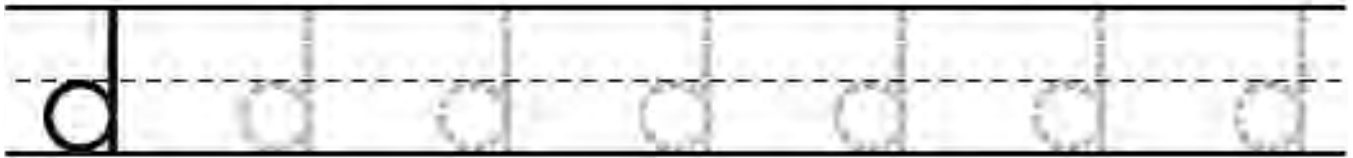
crunchy

crunch

Name \_\_\_\_\_



d: "Over, around, up high, down. Lowercase *d*."



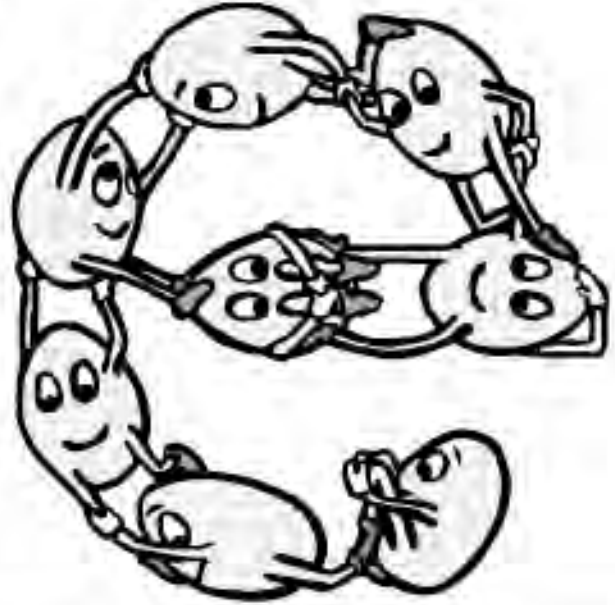
doggie      digging

daisy



Name \_\_\_\_\_

e



e: "Across, up, around, up. Lowercase e."

e e e e e e e e

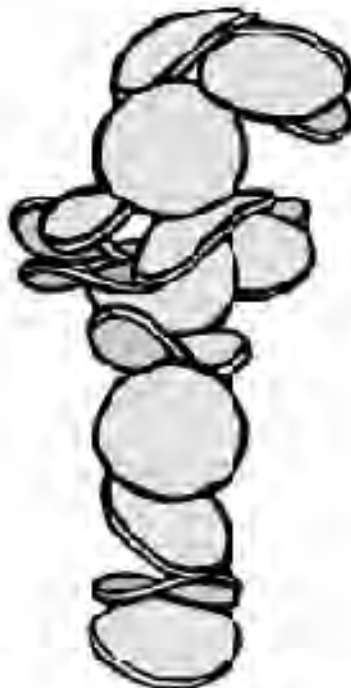
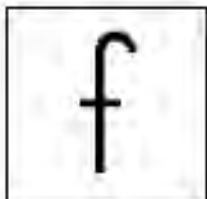
e

elephants

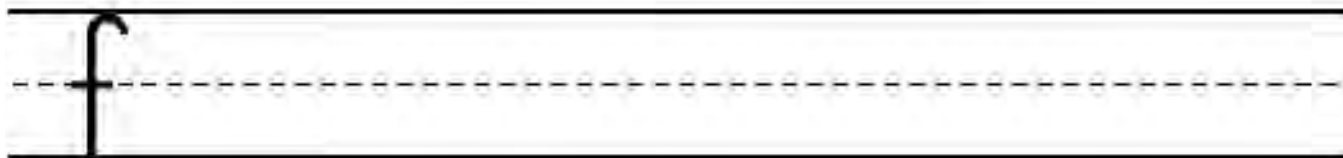
exercise

eggs

Name \_\_\_\_\_



f: "Up, over, down, lift, cross. Lowercase *f*."



flips

flapjacks

farmer

Name \_\_\_\_\_

g



g: "Over, around, up, down below, curve up. Lowercase *g*."

g g g g g g g

g

goldfish

gobble

green

gumdrops

Name \_\_\_\_\_

h



h: "Down, up, curve over, down. Lowercase *h*."

h h h h h h h h

h

horses

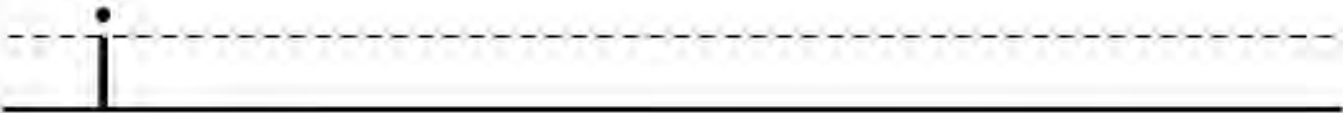
hats

hollyhocks

Name \_\_\_\_\_



i: "Down, lift, dot. Lowercase *i*."



iguana in

igloo inn

Name \_\_\_\_\_

j



j: "Down below, curve up, lift, dot. Lowercase *j*."

j j j j j j j

j

juggling jiggly

jelly beans

Name \_\_\_\_\_

k



k: "Down, lift, slant in, slant out. Lowercase *k*."

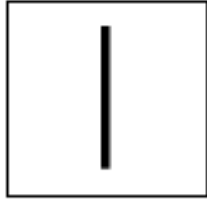
k k k k k k k

k

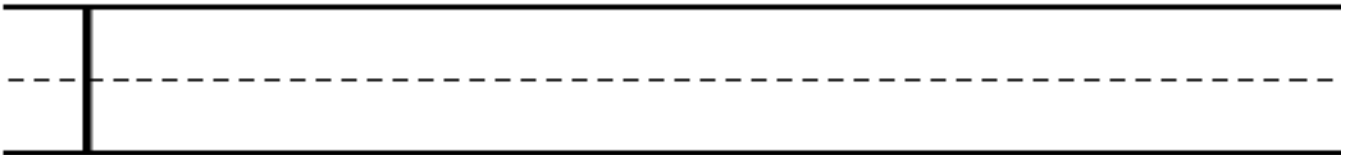
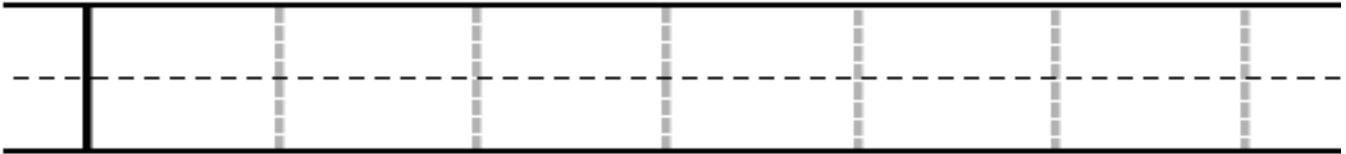
kitten karate

kicks

Name \_\_\_\_\_



l: "Down. Lowercase l."



liddle

lamb

likes

lollipop

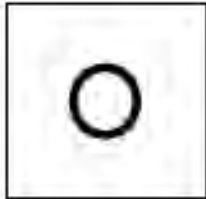
licks



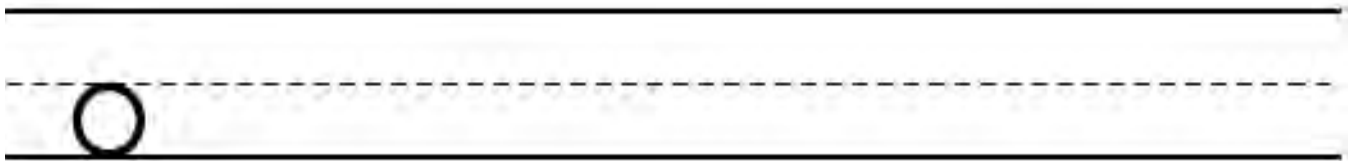




Name \_\_\_\_\_



o: "Over, around, close. Lowercase o."



o c t o p u s

o n s t a g e

o f f

Name \_\_\_\_\_

p



p: "Down below, up, curve around. Lowercase p."

p p p p p p p

p

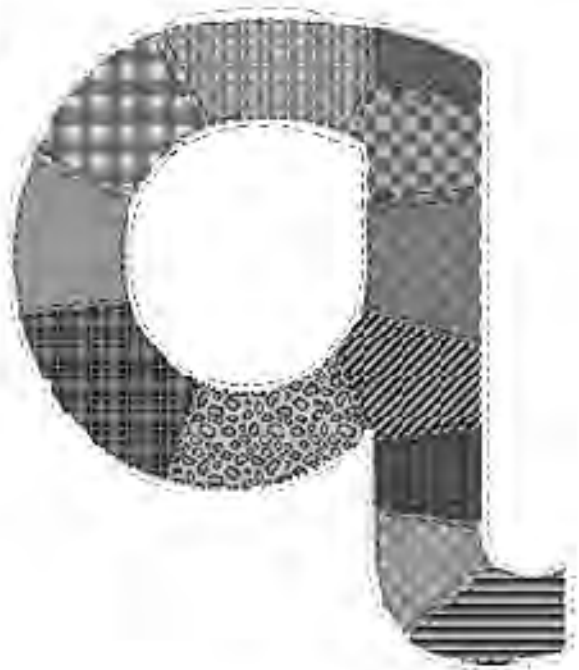
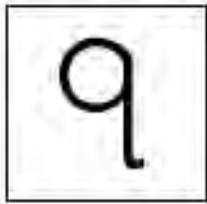
piggy

painting

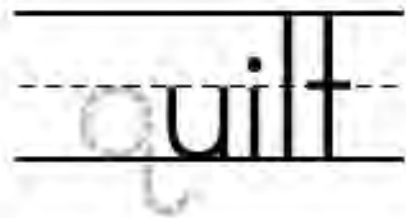
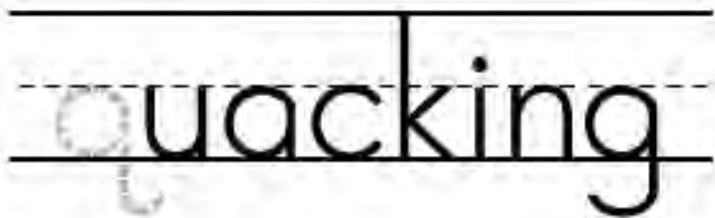
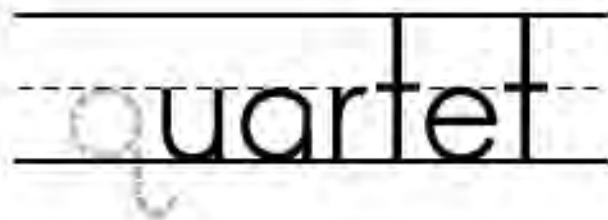
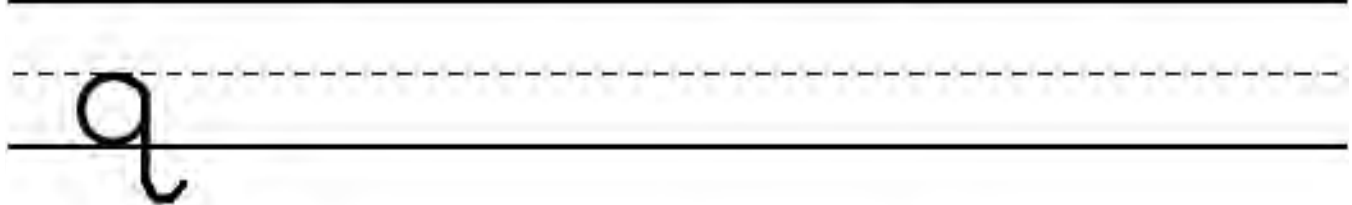
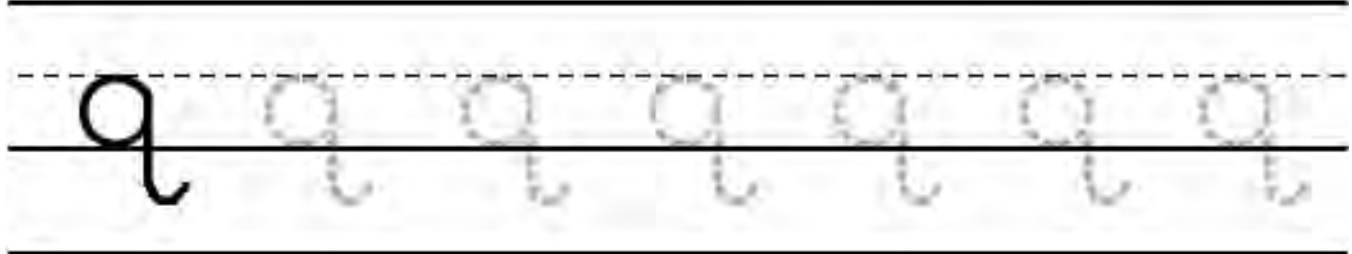
piglets

page

Name \_\_\_\_\_



q: "Over, around, up, down below, curve up. Lowercase q."



Name \_\_\_\_\_

r



r: "Down, up, curve over. Lowercase *r*."

r r r r r r r r

r

radishes

running

robot

Name \_\_\_\_\_

s



s: "Up, over, curve around, curve around. Lowercase s."

s s s s s s s s

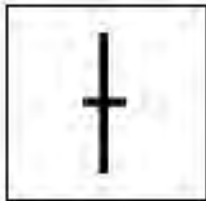
s

sea horse

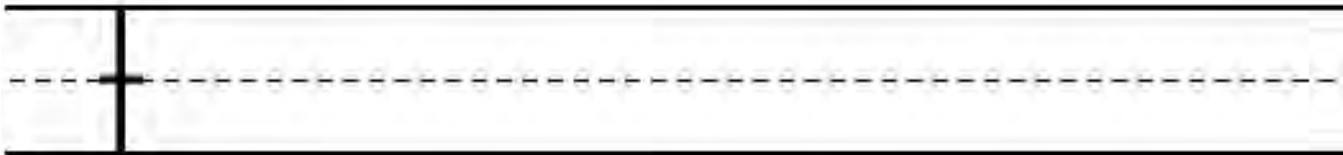
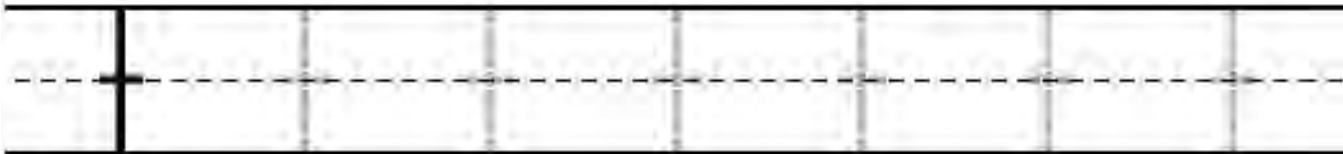
swimming

sea

Name \_\_\_\_\_



t: "Down, lift, cross. Lowercase *t*."



turtles

taste

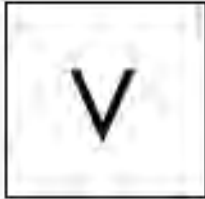
torillas

tastily

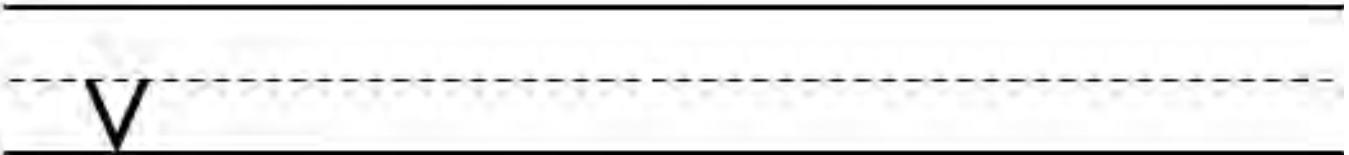




Name \_\_\_\_\_



v: "Slant down, slant up. Lowercase v."



violet

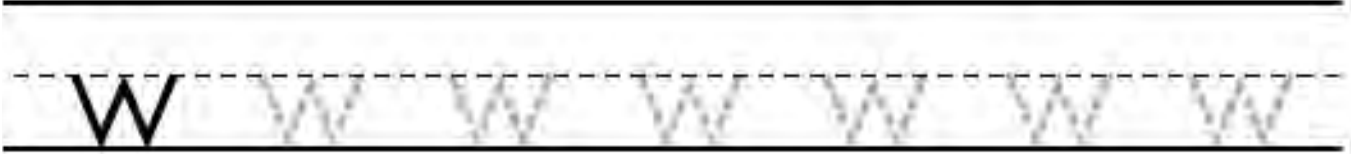
valentines

violin

Name \_\_\_\_\_



w: "Slant down, slant up, slant down, slant up. Lowercase w."

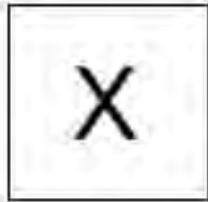


wears

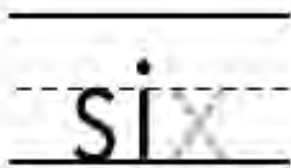
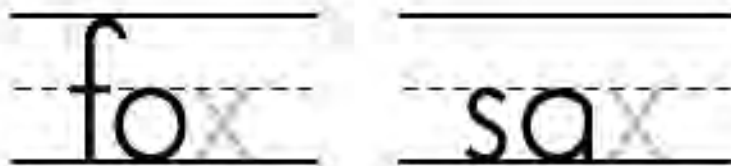
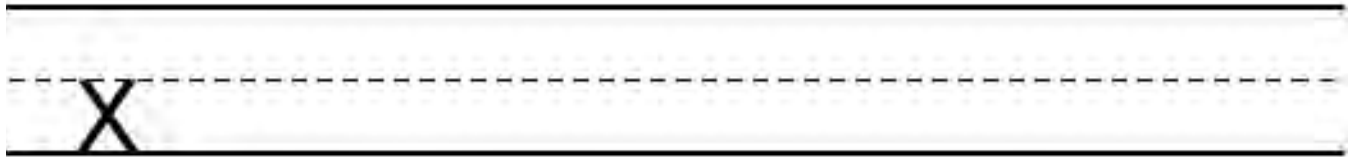
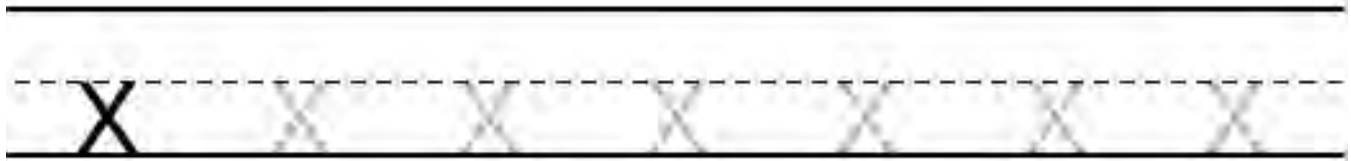
wacky

wigs

Name \_\_\_\_\_



x: "Slant down, slant down. Lowercase x."



Name \_\_\_\_\_

y



y: "Slant down, slant down below. Lowercase y."

y y y y y y y

y

yoo-hoo

yell

yellow

yaks

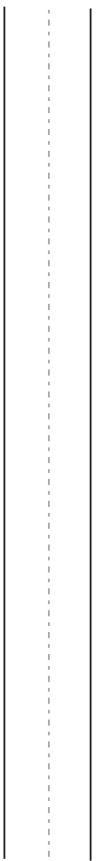
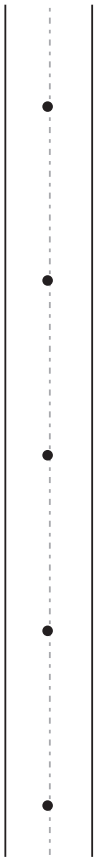
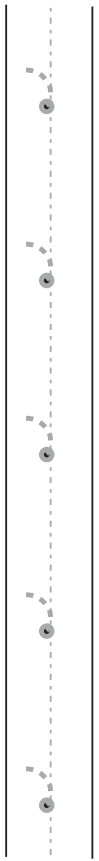
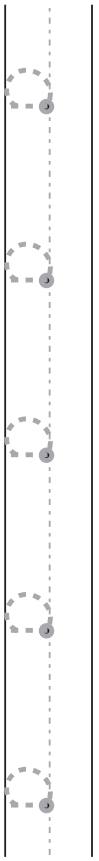
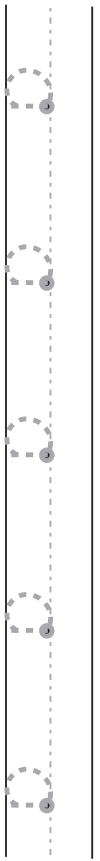
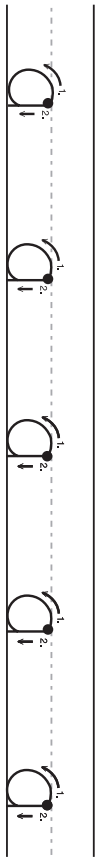


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## Home Letter Practice Worksheets

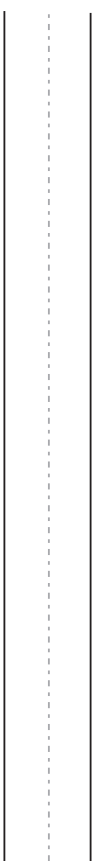
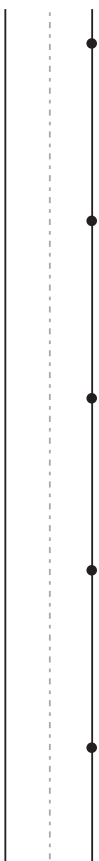
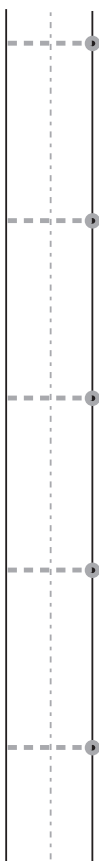
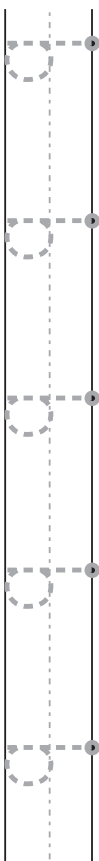
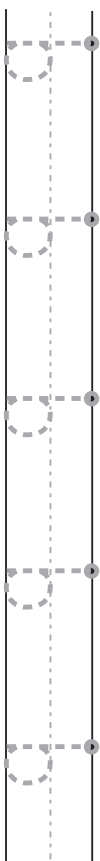
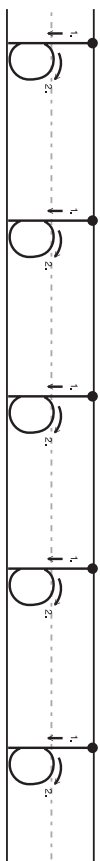
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Name \_\_\_\_\_



a: "Over, around, up, down. Lowercase a."

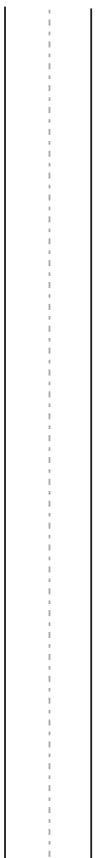
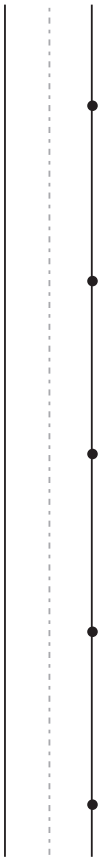
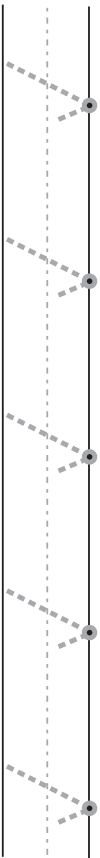
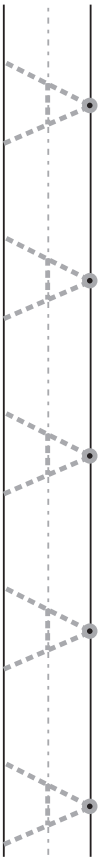
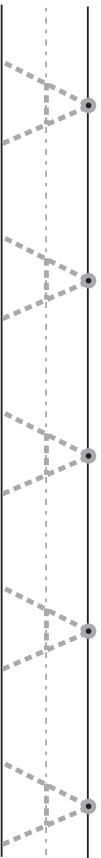
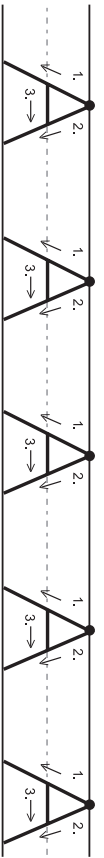
Name \_\_\_\_\_



b: "Down, up, curve around. Lowercase b."

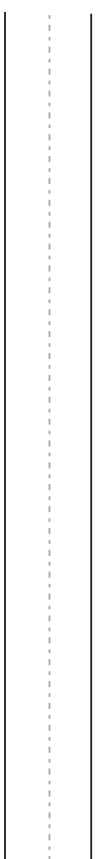
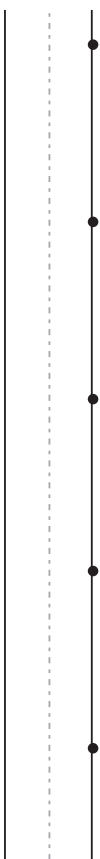
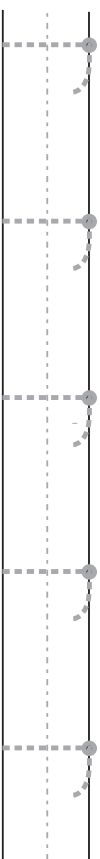
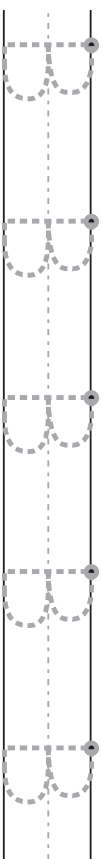
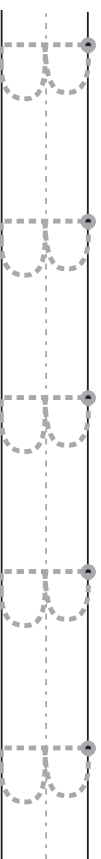
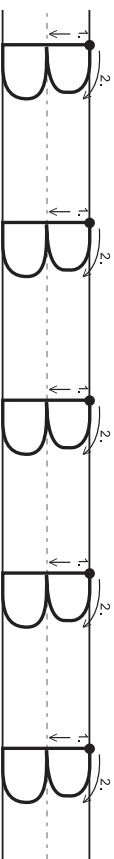


Name \_\_\_\_\_



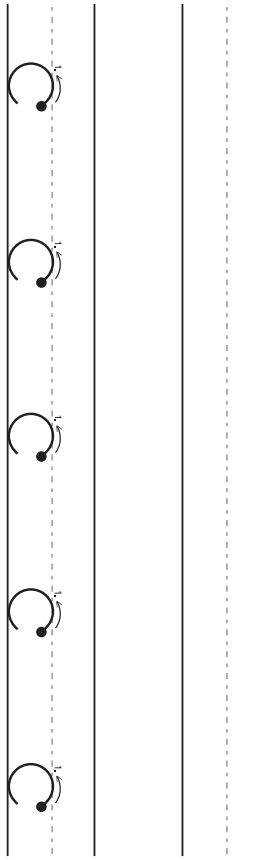
A: "Slant down, slant down, across. Capital A."

Name \_\_\_\_\_



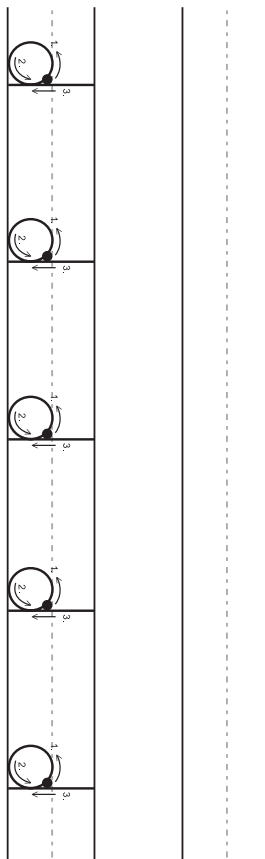
B: Down, up, curve around. Capital B."

Name \_\_\_\_\_



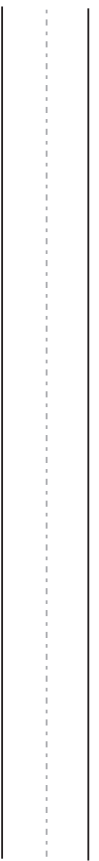
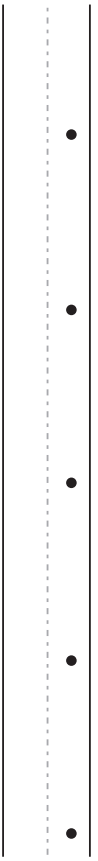
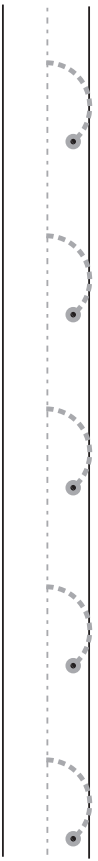
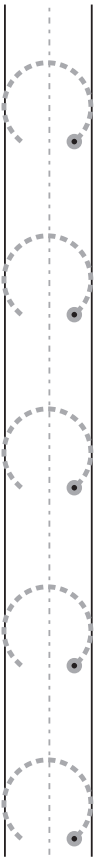
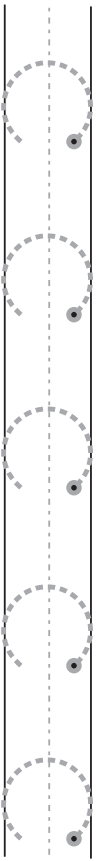
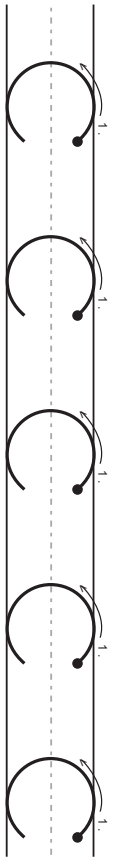
c: "Up, over, around, up. Lowercase c."

Name \_\_\_\_\_



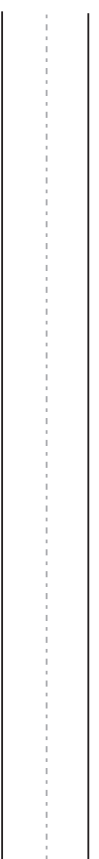
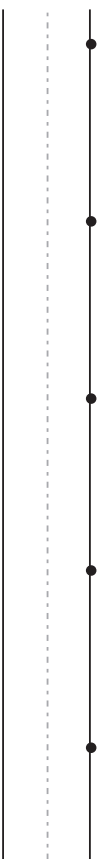
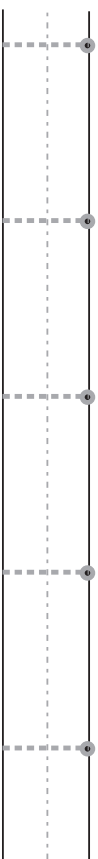
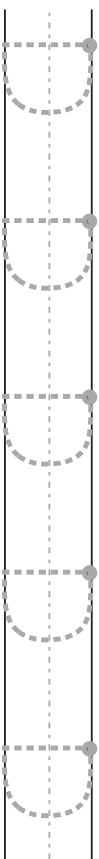
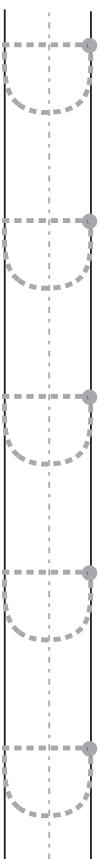
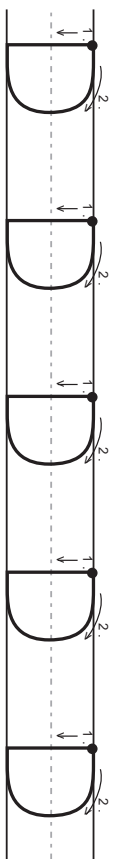
d: "Over, around, up high, down. Lowercase d."

Name \_\_\_\_\_



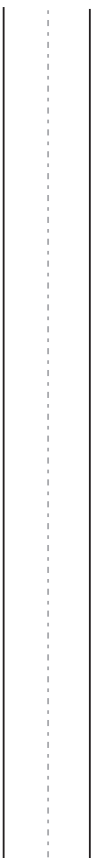
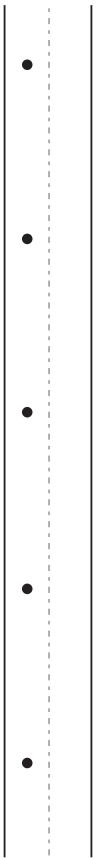
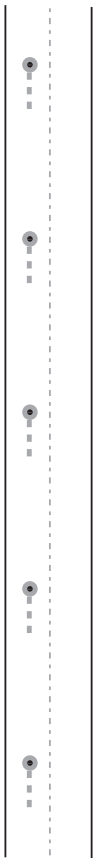
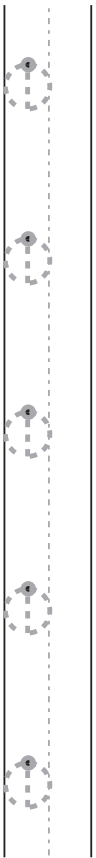
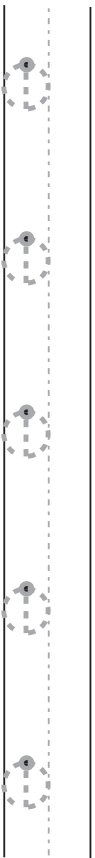
C: "Curve around. Capital C."

Name \_\_\_\_\_



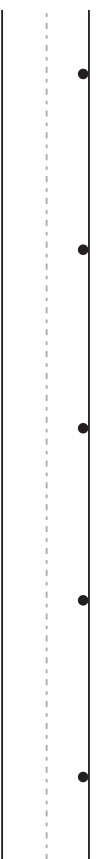
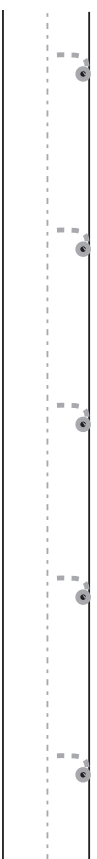
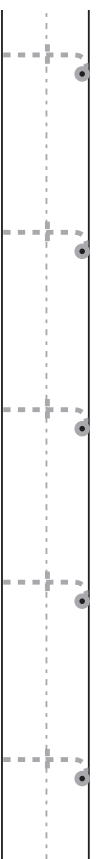
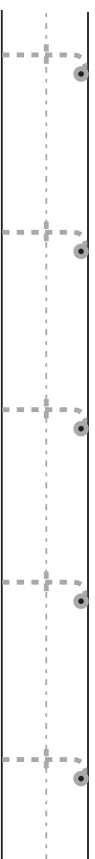
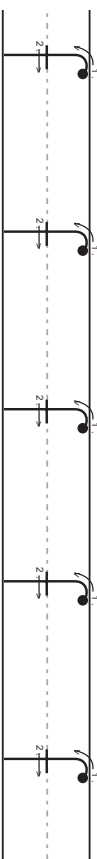
D: "Down, up, curve around. Capital D."

Name \_\_\_\_\_



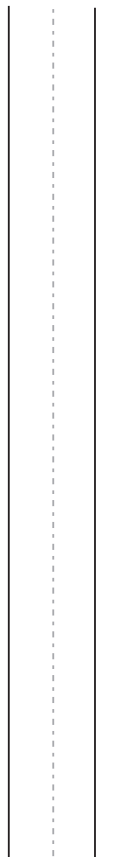
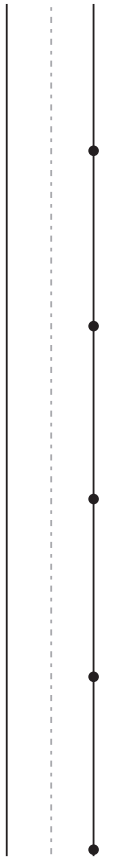
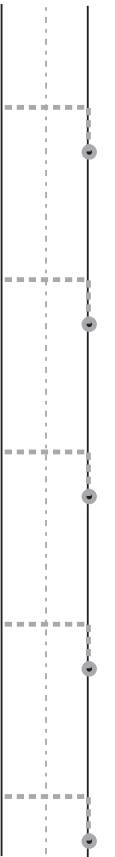
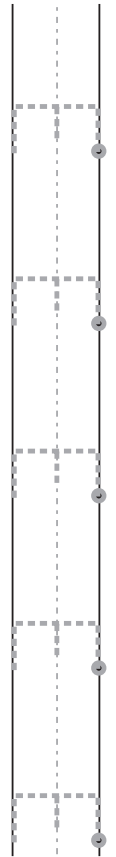
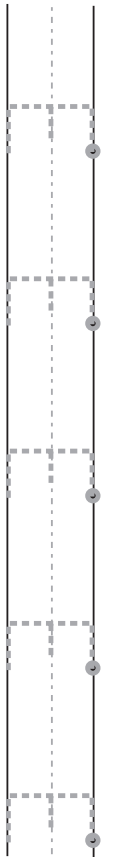
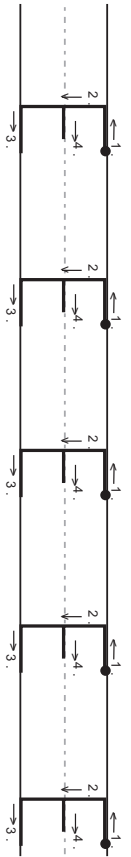
e: "Across, up, around, up. Lowercase e."

Name \_\_\_\_\_



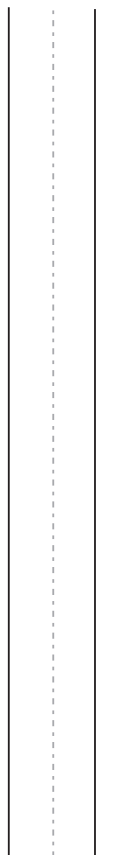
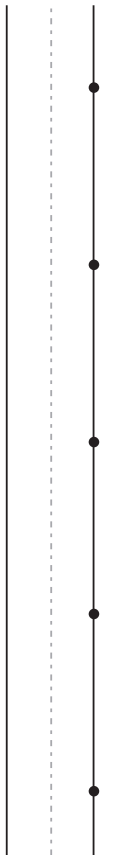
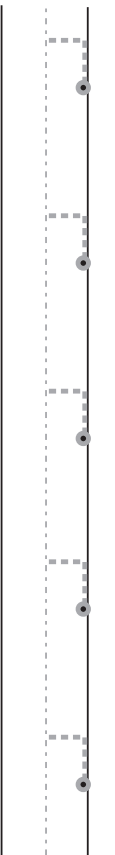
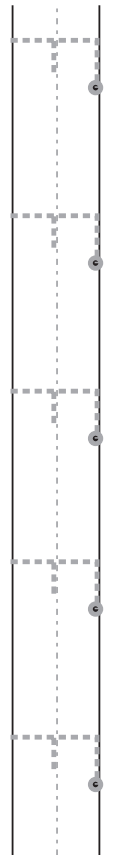
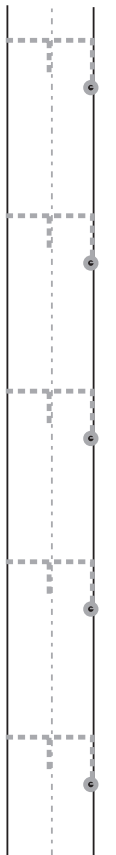
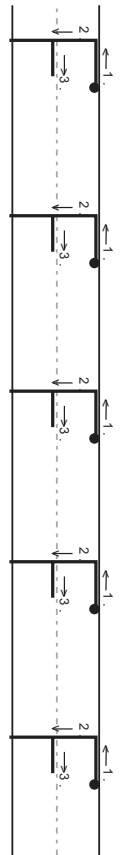
f: "Up, over, down, lift, cross. Lowercase f."

Name \_\_\_\_\_



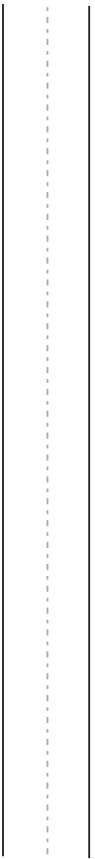
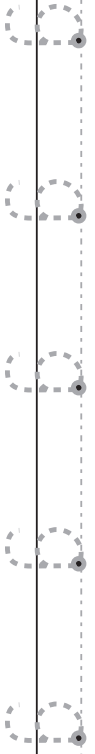
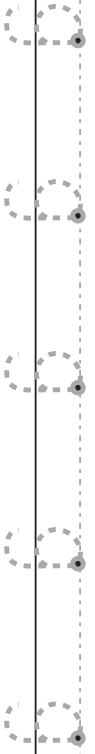
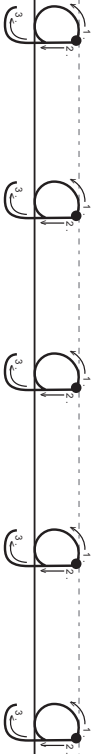
E: "Across, down, across, across. Capital E."

Name \_\_\_\_\_



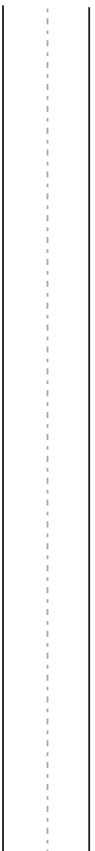
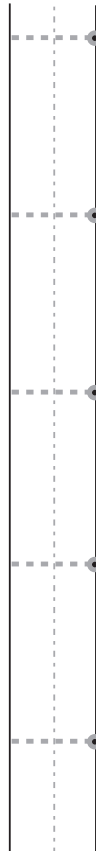
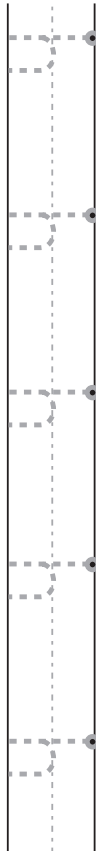
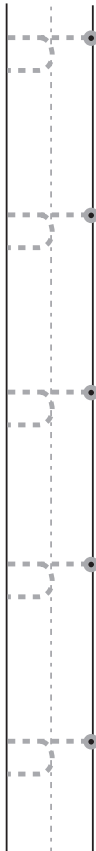
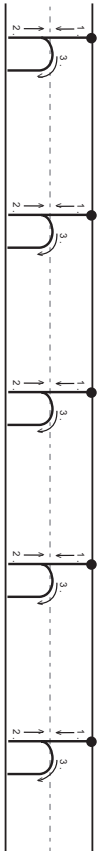
F: "Across, down, across. Capital F."

Name \_\_\_\_\_



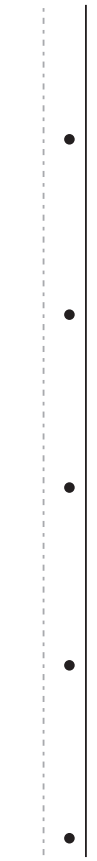
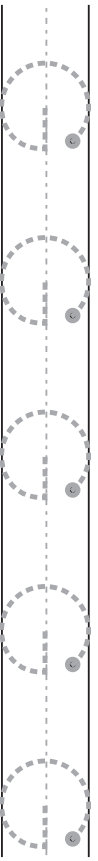
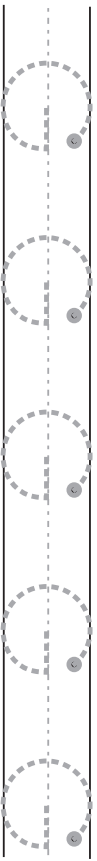
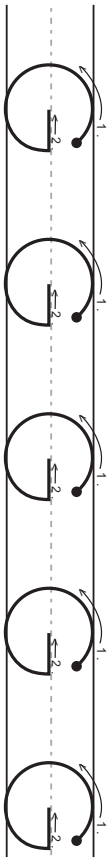
g: "Over, around, up, down below, curve up. Lowercase g."

Name \_\_\_\_\_



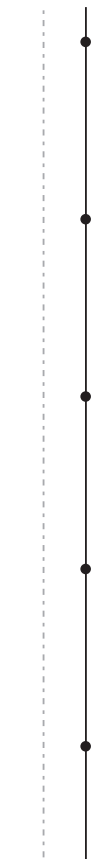
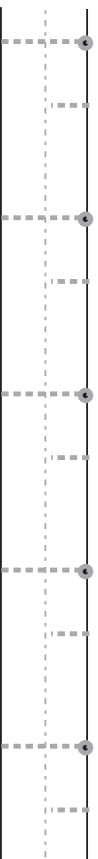
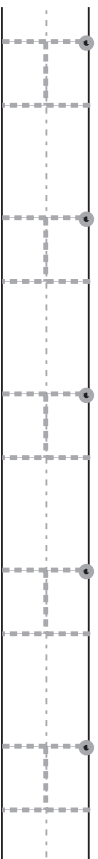
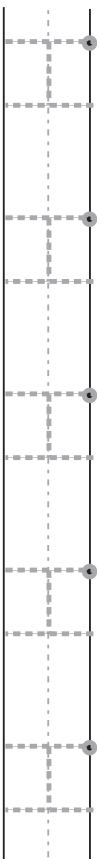
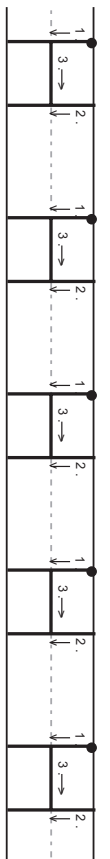
h: "Down, up, curve over, down. Lowercase h."

Name \_\_\_\_\_



G: "Curve around, in. Capital G."

Name \_\_\_\_\_



H: "Down, down, across. Capital H."

Name \_\_\_\_\_

Handwriting practice for lowercase letter 'i'. The first row shows four examples of the letter 'i' with stroke order arrows and numbers: a vertical line down from the middle dashed line to the bottom solid line, and a dot above the middle dashed line. The second row shows four dashed 'i' characters for tracing. The third row shows four solid 'i' characters for independent practice. The fourth and fifth rows are blank handwriting lines for independent practice.

i: "Down, lift, dot. Lowercase i."

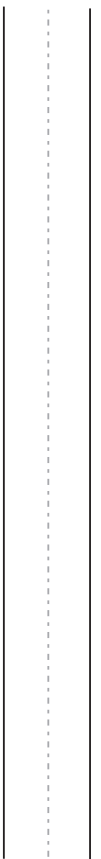
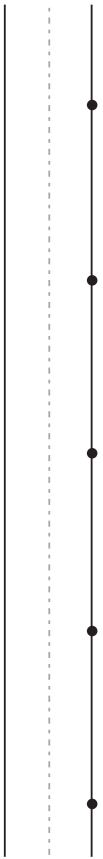
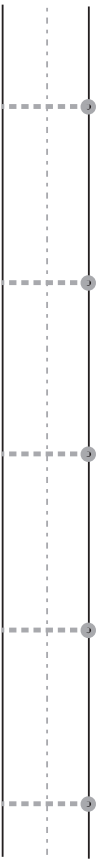
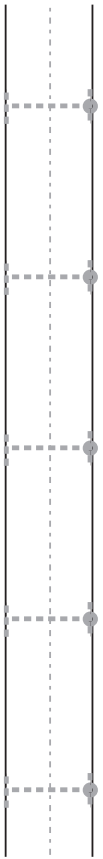
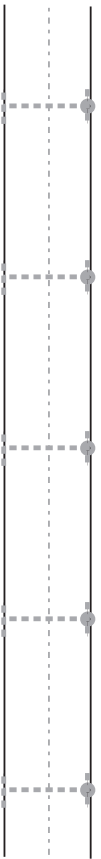
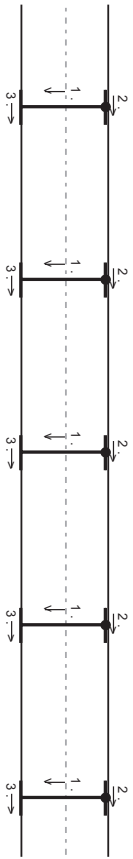
Name \_\_\_\_\_

Handwriting practice for lowercase letter 'j'. The first row shows four examples of the letter 'j' with stroke order arrows and numbers: a vertical line down from the middle dashed line to below the bottom solid line, a curve up to the middle dashed line, and a dot above the middle dashed line. The second row shows four dashed 'j' characters for tracing. The third row shows four solid 'j' characters for independent practice. The fourth and fifth rows are blank handwriting lines for independent practice.

j: "Down below, curve up, lift, dot. Lowercase j."

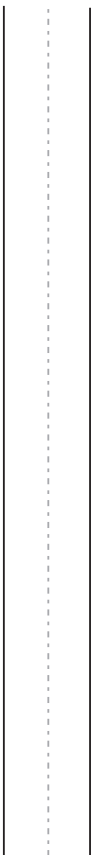
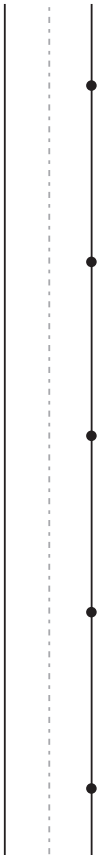
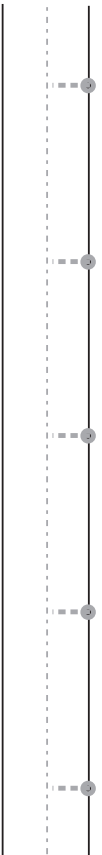
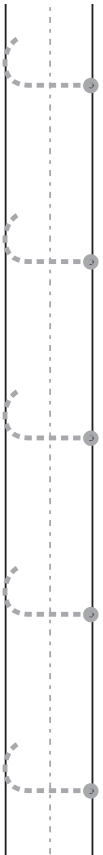
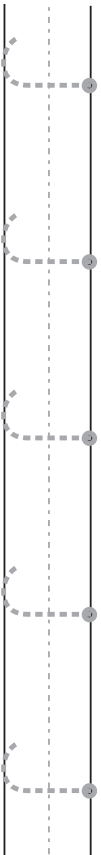
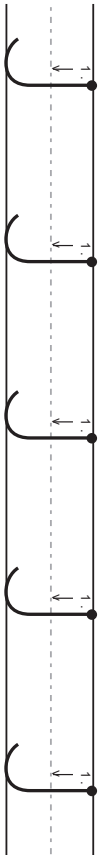


Name \_\_\_\_\_



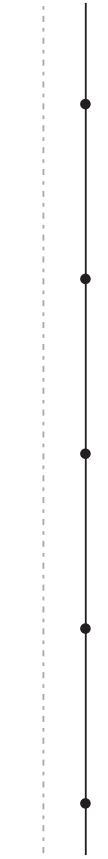
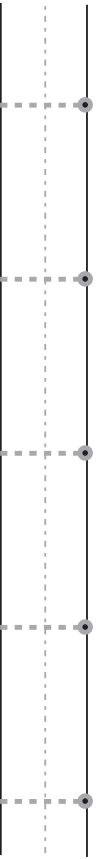
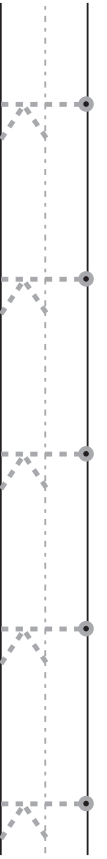
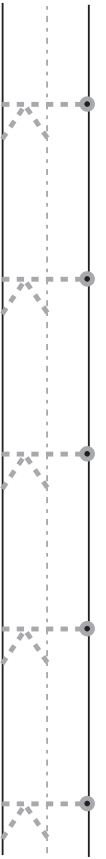
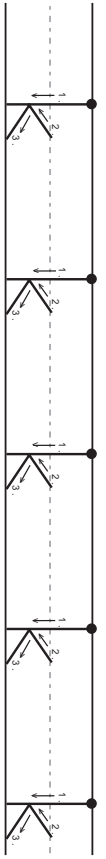
I: "Down, across, across. Capital I."

Name \_\_\_\_\_



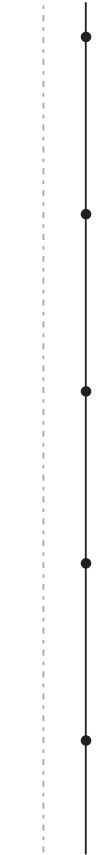
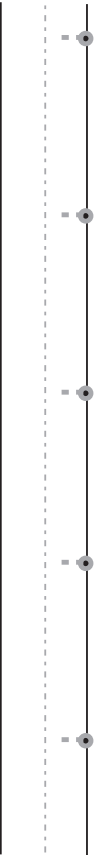
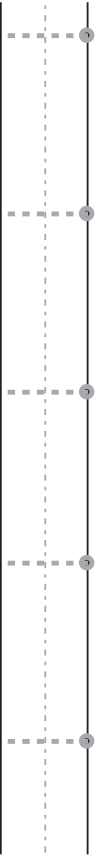
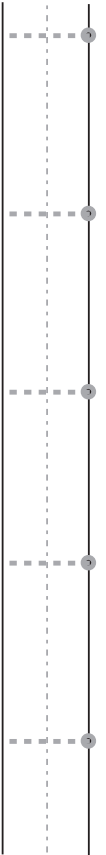
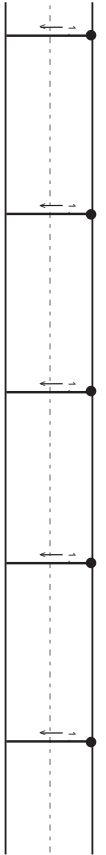
J: "Down, curve up. Capital J."

Name \_\_\_\_\_



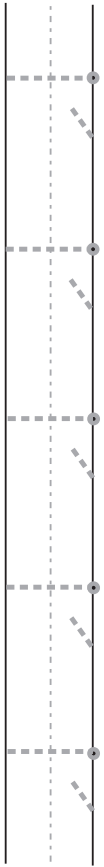
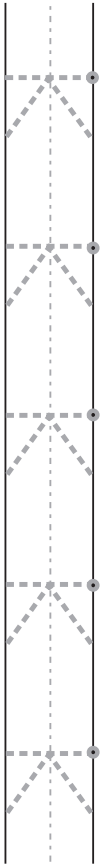
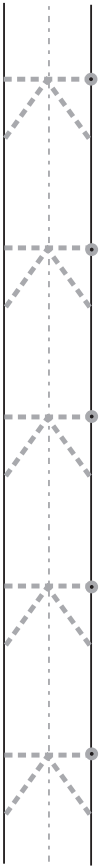
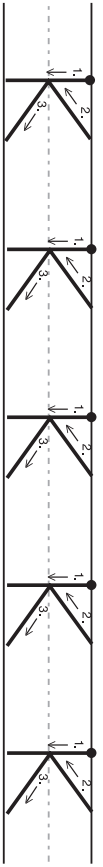
k: "Down, lift, slant in, slant out. Lowercase k."

Name \_\_\_\_\_



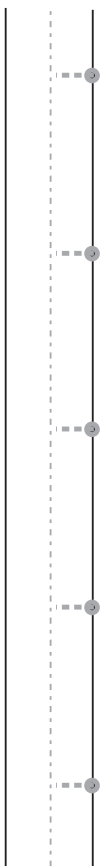
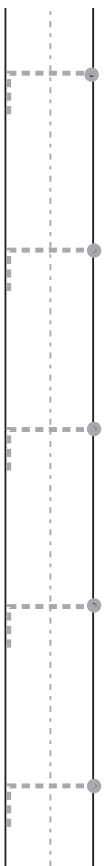
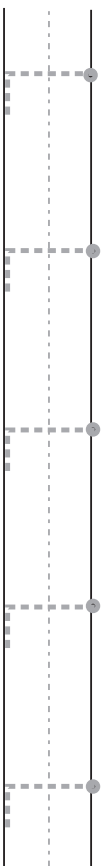
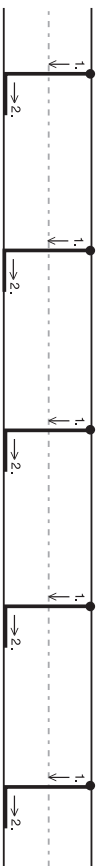
l: "Down. Lowercase l."

Name \_\_\_\_\_



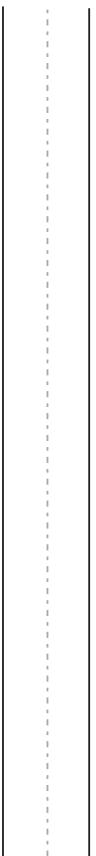
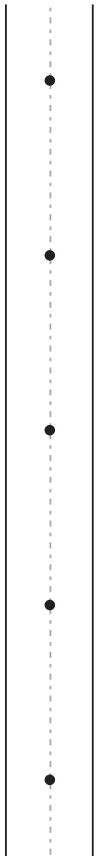
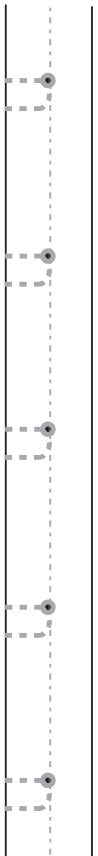
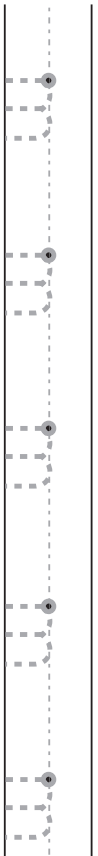
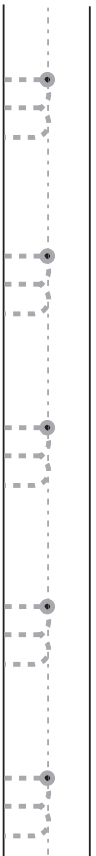
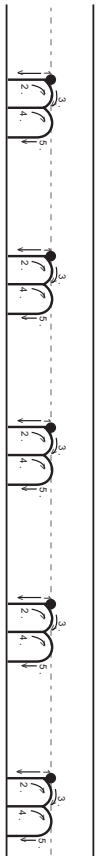
K: "Down, slant down, slant down. Capital K."

Name \_\_\_\_\_



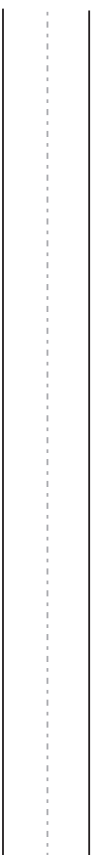
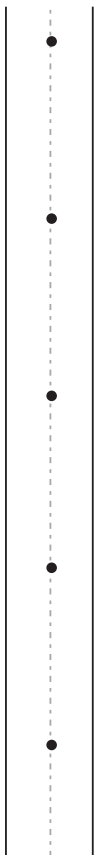
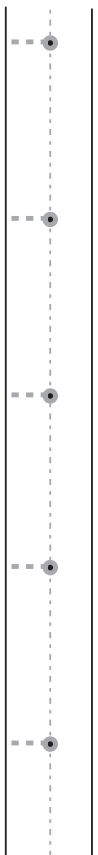
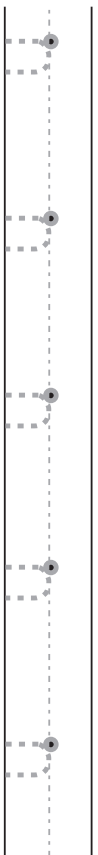
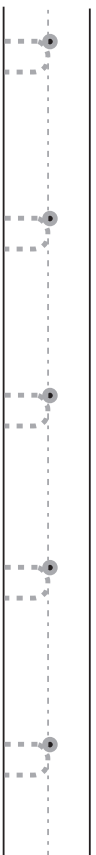
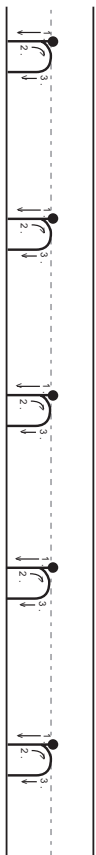
L: "Down, across. Capital L."

Name \_\_\_\_\_



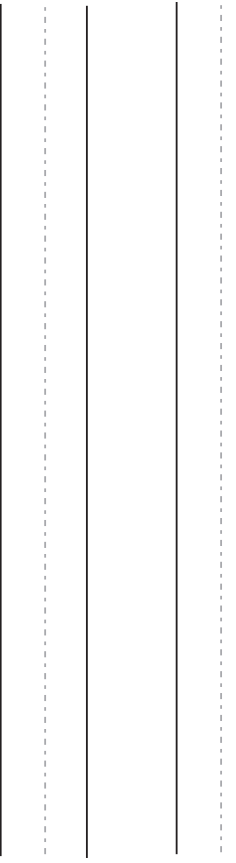
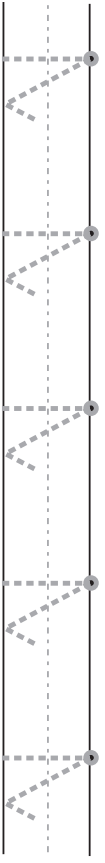
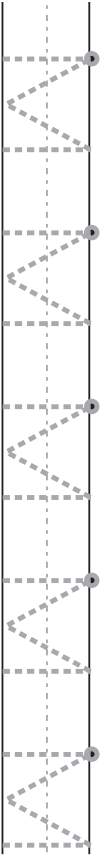
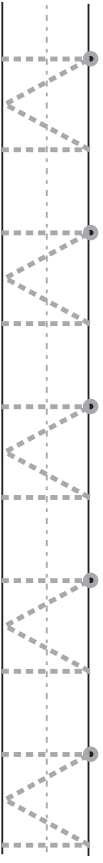
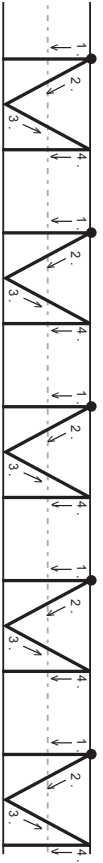
m: "Down, up, curve over, down, up, curve over, down. Lowercase m."

Name \_\_\_\_\_



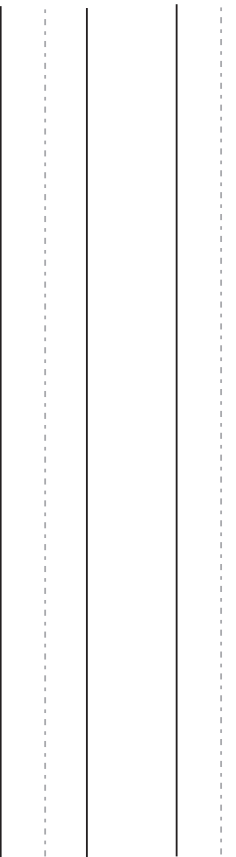
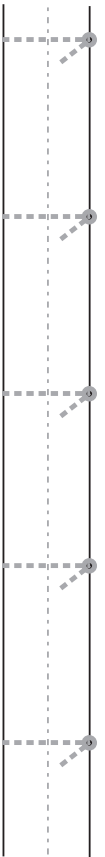
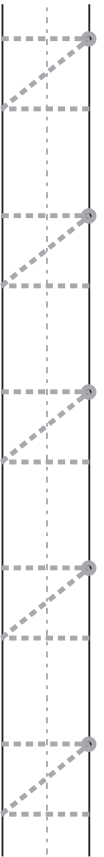
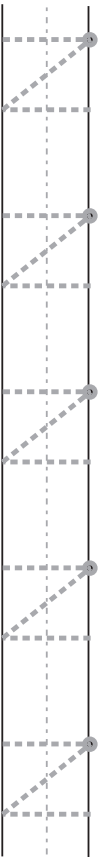
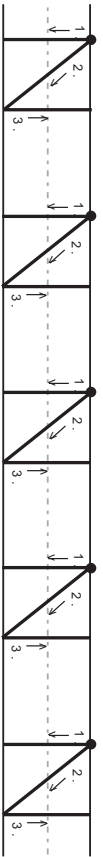
n: "Down, up, curve over, down. Lowercase n."

Name \_\_\_\_\_



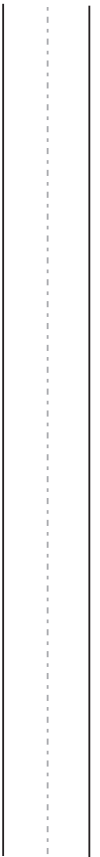
M: "Down, lift, slant down, slant up, down. Capital M."

Name \_\_\_\_\_



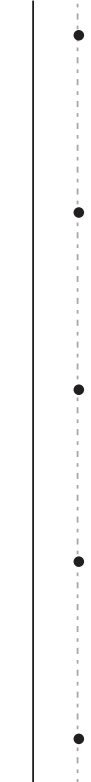
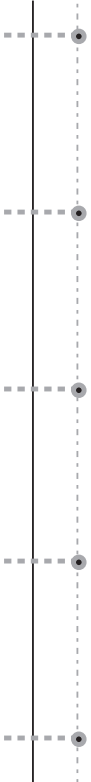
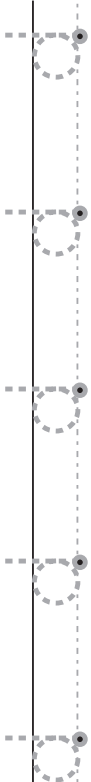
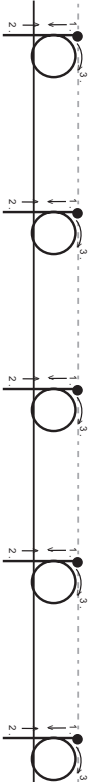
N: "Down, lift, slant down, up. Capital N."

Name \_\_\_\_\_



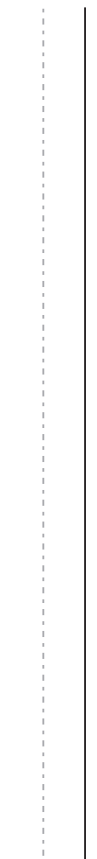
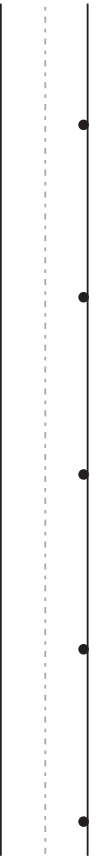
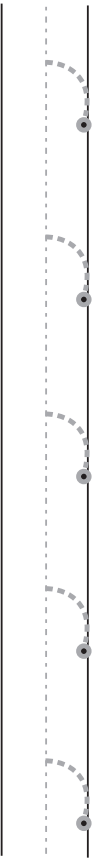
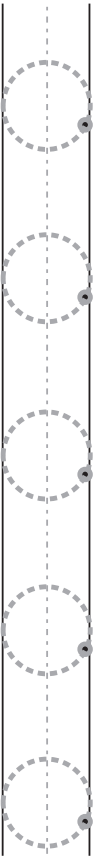
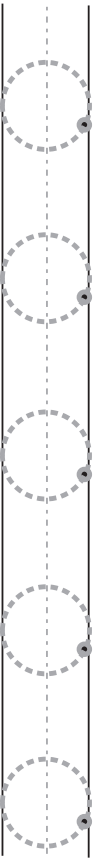
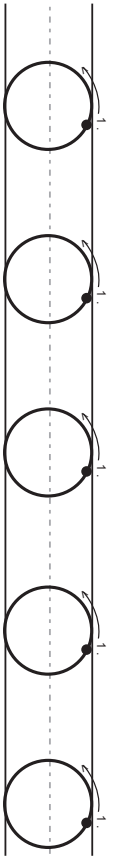
o: "Over, around, close. Lowercase o."

Name \_\_\_\_\_



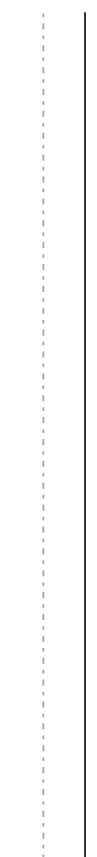
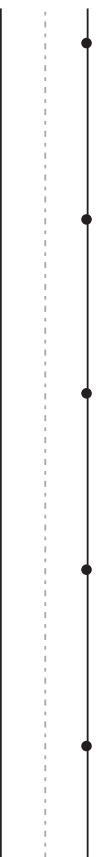
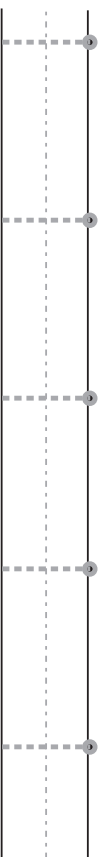
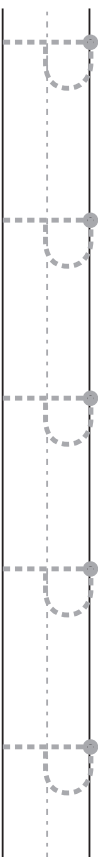
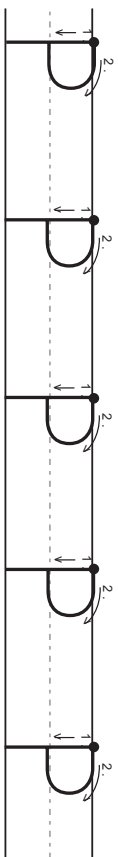
p: "Down below, up, curve around. Lowercase p."

Name \_\_\_\_\_



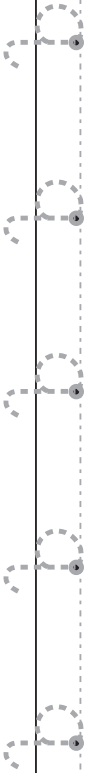
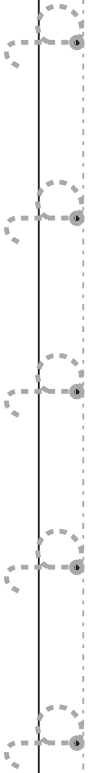
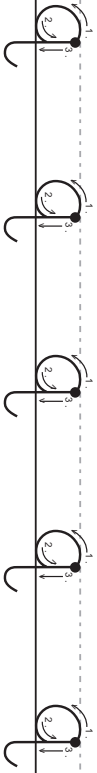
O: "Curve around. Capital O."

Name \_\_\_\_\_



P: "Down, up, curve around. Capital P."

Name \_\_\_\_\_



q: "Over, around, up, down below, curve up. Lowercase q."

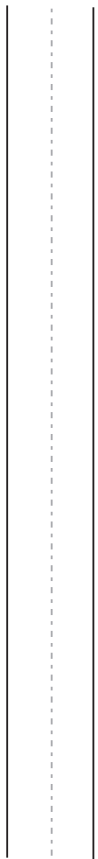
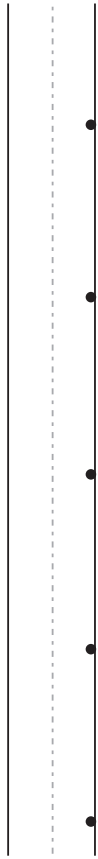
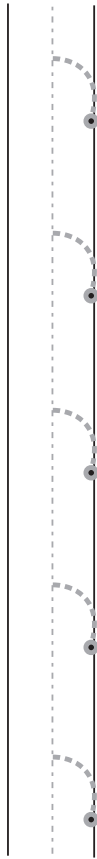
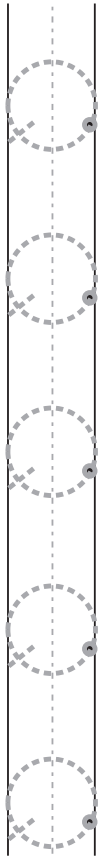
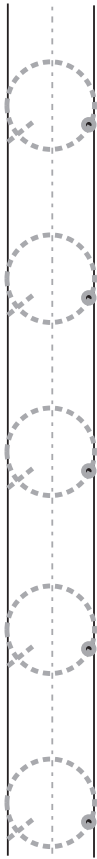
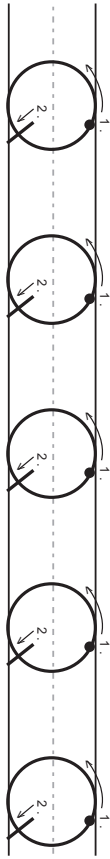
Name \_\_\_\_\_



r: "Down, up, curve over. Lowercase r."

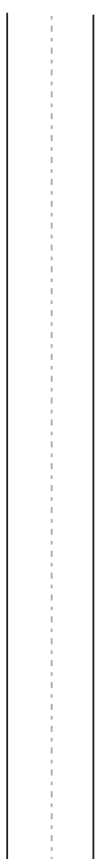
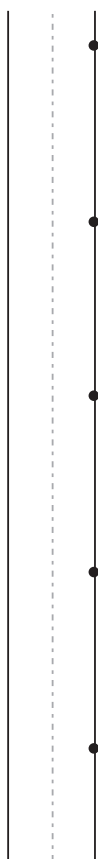
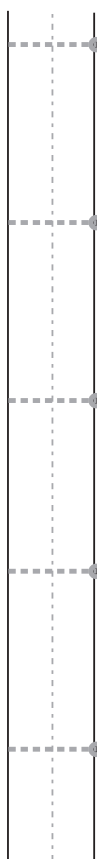
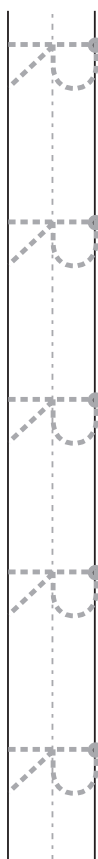
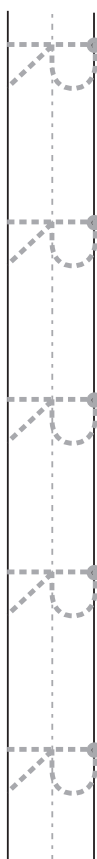
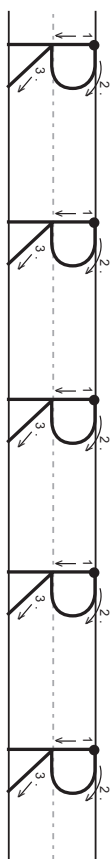


Name \_\_\_\_\_



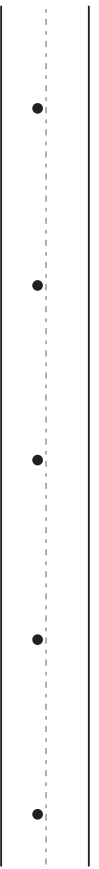
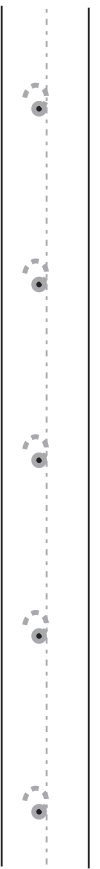
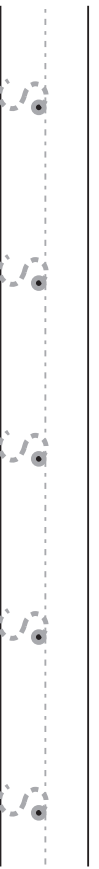
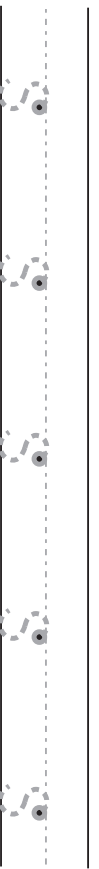
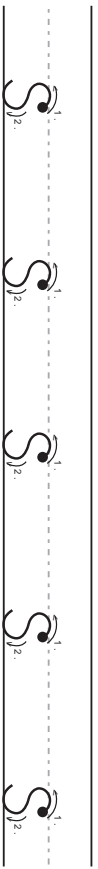
Q: "Curve around, lift, slant down. Capital Q."

Name \_\_\_\_\_



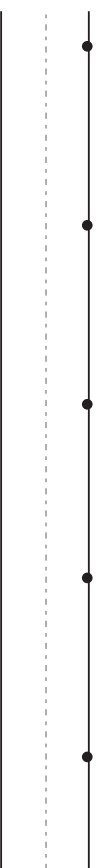
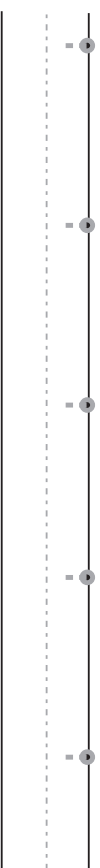
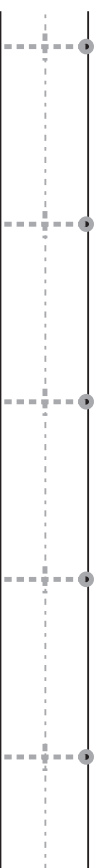
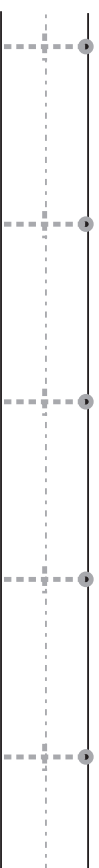
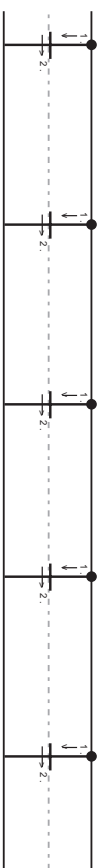
R: "Down, up, curve around, slant down. Capital R."

Name \_\_\_\_\_



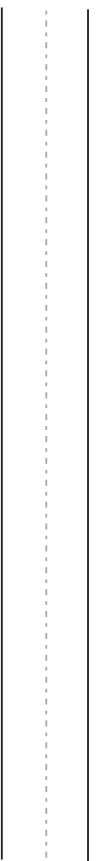
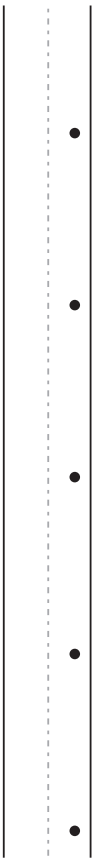
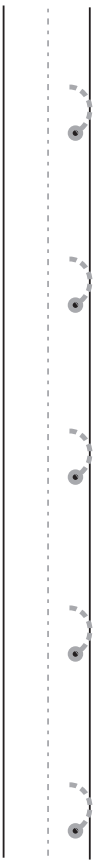
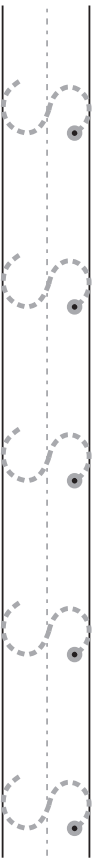
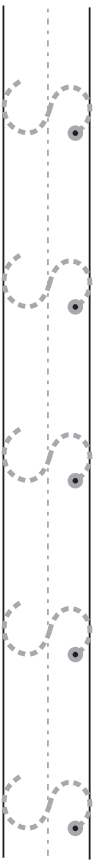
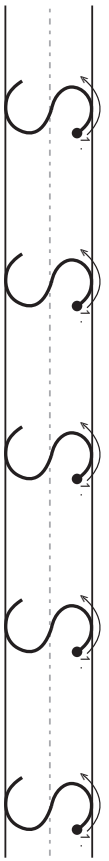
s: "Up, over, curve around, curve around. Lowercase s."

Name \_\_\_\_\_



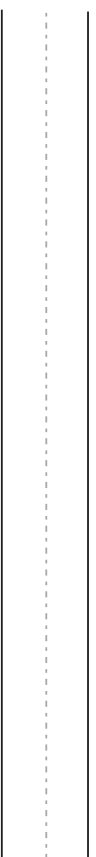
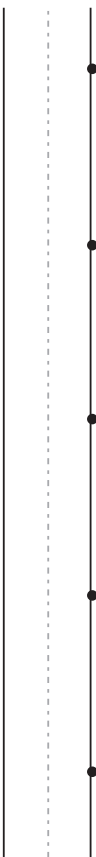
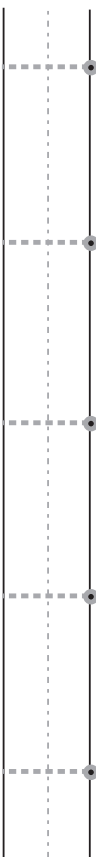
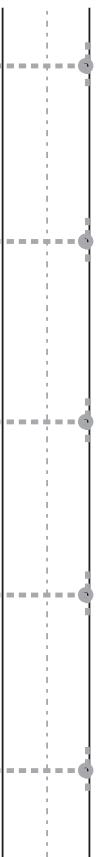
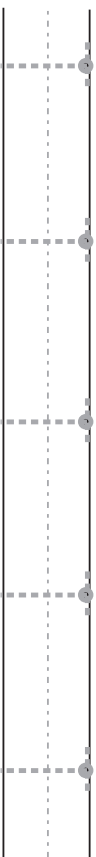
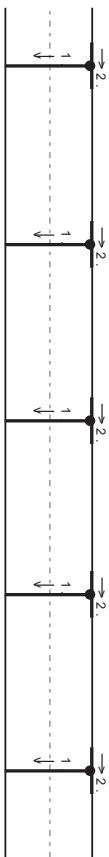
t: "Down, lift, cross. Lowercase t."

Name \_\_\_\_\_



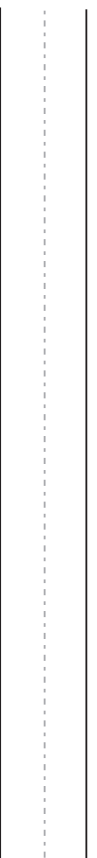
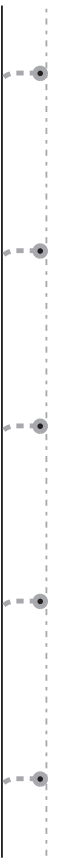
S: "Curve around, curve around. Capital S."

Name \_\_\_\_\_



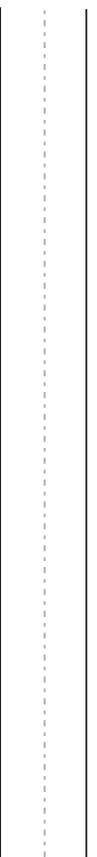
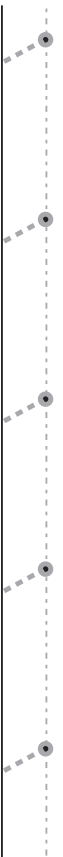
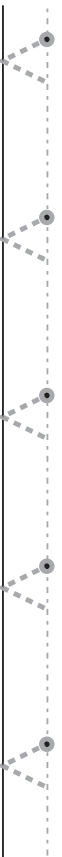
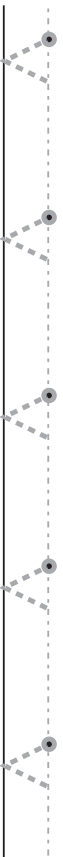
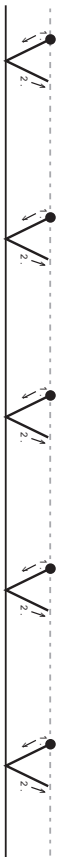
T: "Down, lift, across. Capital T."

Name \_\_\_\_\_



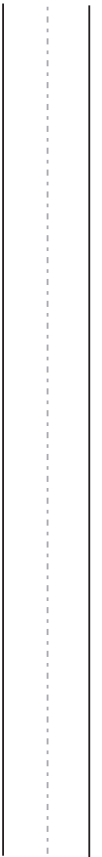
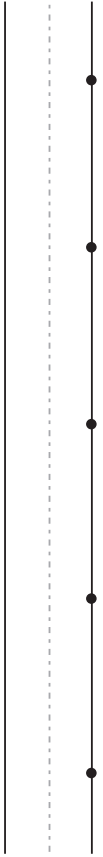
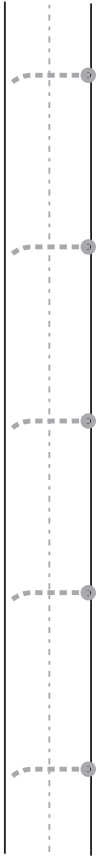
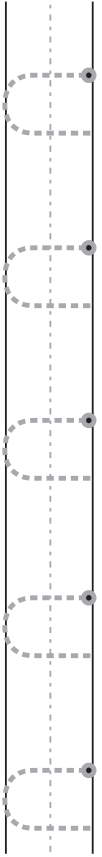
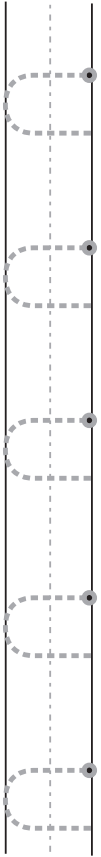
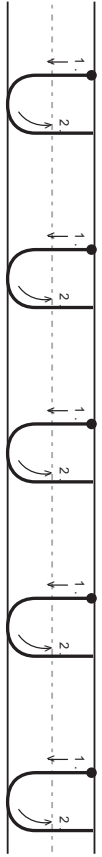
u: "Down, curve up, down. Lowercase u."

Name \_\_\_\_\_



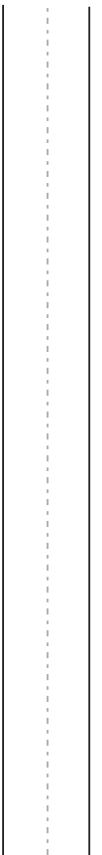
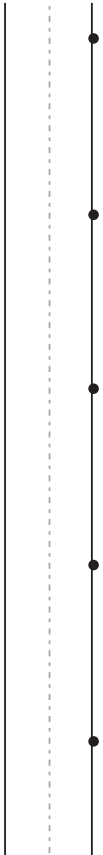
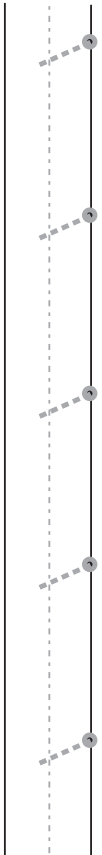
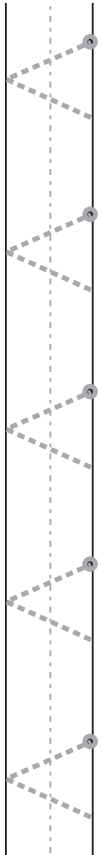
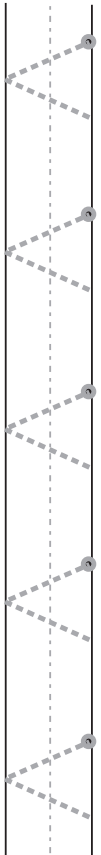
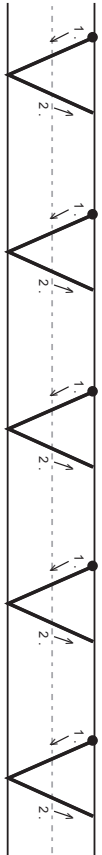
v: "Slant down, slant up. Lowercase v."

Name \_\_\_\_\_



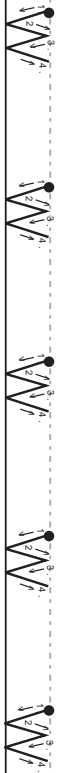
U: "Down, curve up. Capital U."

Name \_\_\_\_\_



V: "Slant down, slant up. Capital V."

Name \_\_\_\_\_



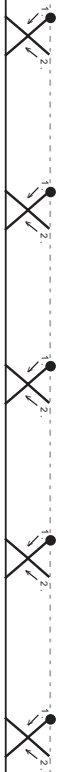
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

w: "Slant down, slant up, slant down, slant up. Lowercase w."

Name \_\_\_\_\_



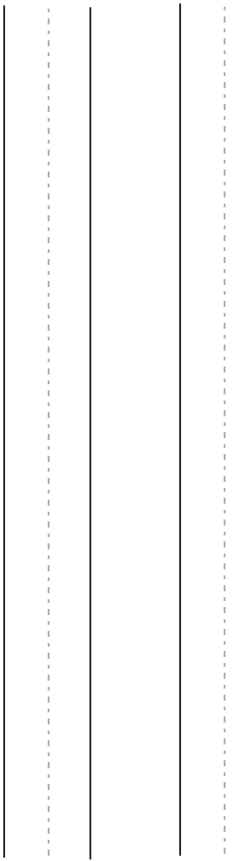
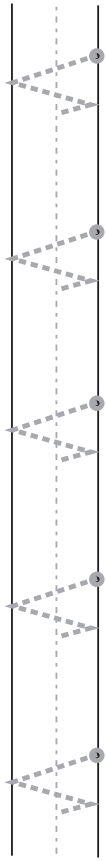
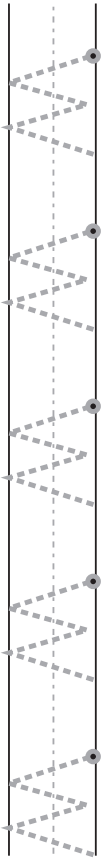
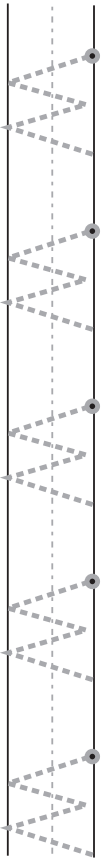
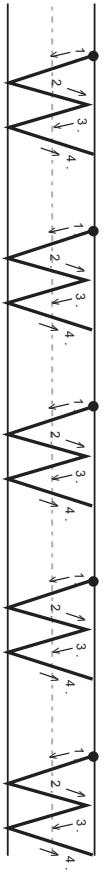
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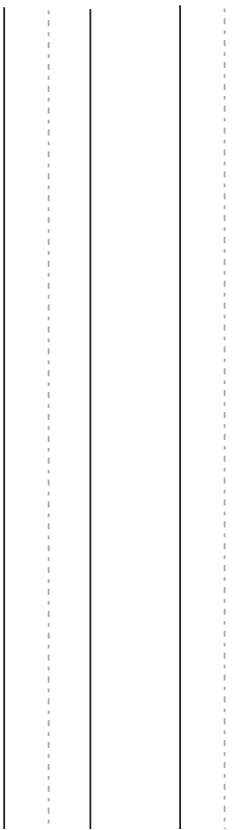
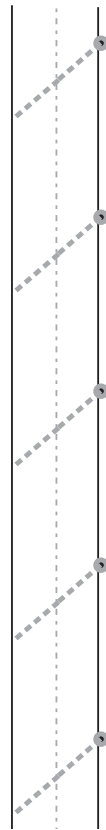
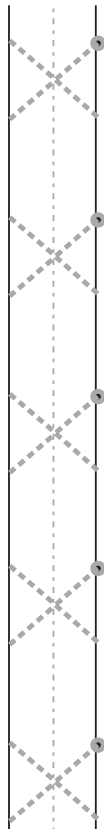
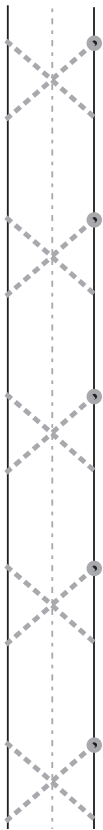
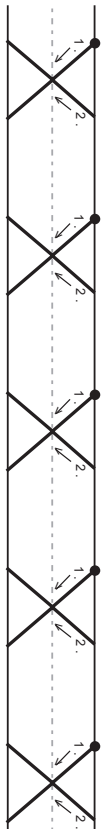
x: "Slant down, slant down. Lowercase x."

Name \_\_\_\_\_



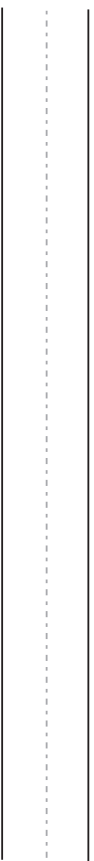
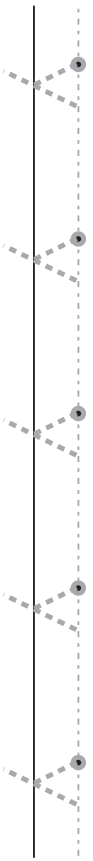
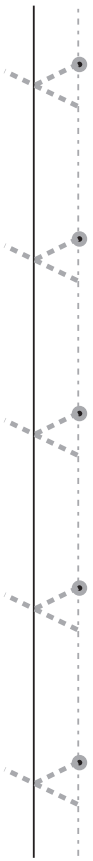
W: "Slant down, slant up, slant down, slant up. Capital W."

Name \_\_\_\_\_



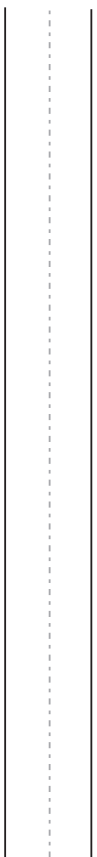
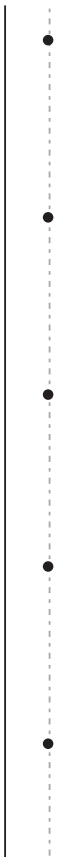
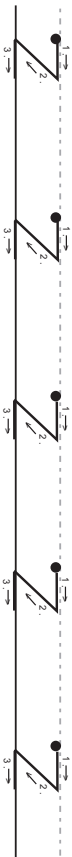
X: "Slant down, slant down. Capital X."

Name \_\_\_\_\_



y: "Slant down, slant down below. Lowercase y."

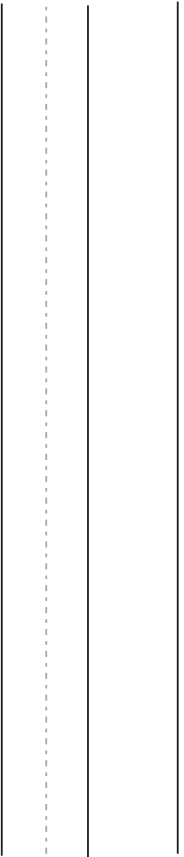
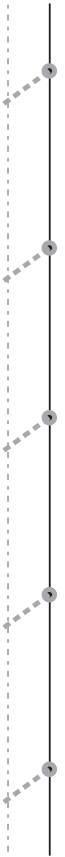
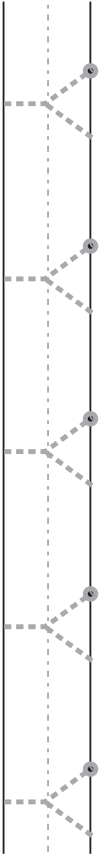
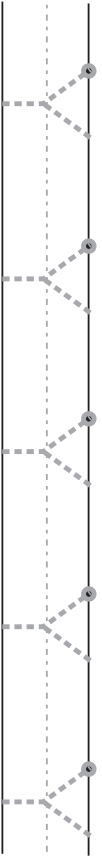
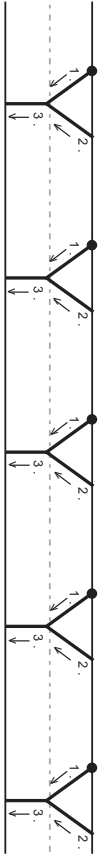
Name \_\_\_\_\_



z: "Across, slant down, across. Lowercase z."

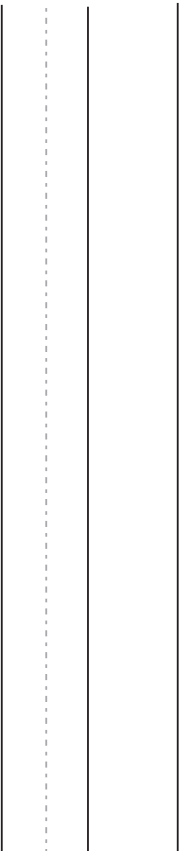
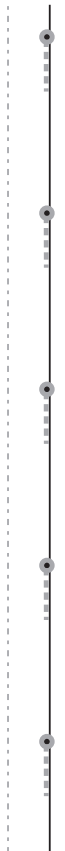
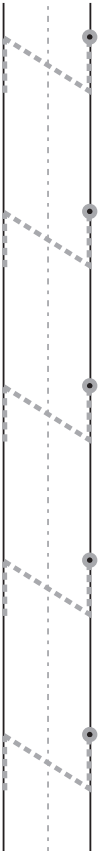
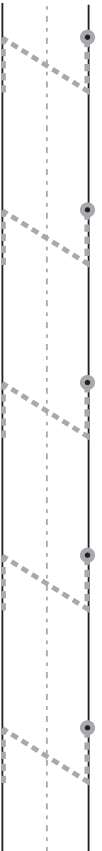
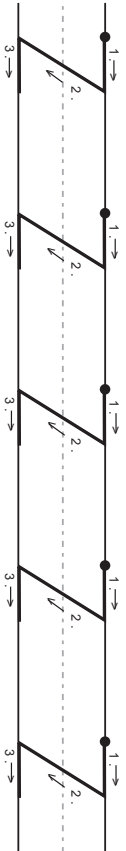


Name \_\_\_\_\_



Y: "Slant down, slant down, down. Capital Y."

Name \_\_\_\_\_



Z: "Across, slant down, across. Capital Z."

Name \_\_\_\_\_ Date \_\_\_\_\_

## Capital Letters

1. _____ ----- _____	2. _____ ----- _____	3. _____ ----- _____	4. _____ ----- _____
5. _____ ----- _____	6. _____ ----- _____	7. _____ ----- _____	8. _____ ----- _____
9. _____ ----- _____	10. _____ ----- _____	11. _____ ----- _____	12. _____ ----- _____
13. _____ ----- _____	14. _____ ----- _____	15. _____ ----- _____	16. _____ ----- _____
17. _____ ----- _____	18. _____ ----- _____	19. _____ ----- _____	20. _____ ----- _____
21. _____ ----- _____	22. _____ ----- _____	23. _____ ----- _____	24. _____ ----- _____
25. _____ ----- _____	26. _____ ----- _____		

Name \_\_\_\_\_ Date \_\_\_\_\_

## Lowercase Letters

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
-----  
\_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_  
-----  
\_\_\_\_\_

9. \_\_\_\_\_ 10. \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_  
-----  
\_\_\_\_\_

13. \_\_\_\_\_ 14. \_\_\_\_\_ 15. \_\_\_\_\_ 16. \_\_\_\_\_  
-----  
\_\_\_\_\_

17. \_\_\_\_\_ 18. \_\_\_\_\_ 19. \_\_\_\_\_ 20. \_\_\_\_\_  
-----  
\_\_\_\_\_

21. \_\_\_\_\_ 22. \_\_\_\_\_ 23. \_\_\_\_\_ 24. \_\_\_\_\_  
-----  
\_\_\_\_\_

25. \_\_\_\_\_ 26. \_\_\_\_\_  
-----  
\_\_\_\_\_

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## ABC Chart and ABC Sound Songbook

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The ABC Chart and ABC Sound Songbook both show each capital and lowercase letter along with its sound picture.

Make copies of the ABC Chart (see p. 124) for your students to keep at their desks for quick reference. Have students color the chart to make it more personal. You may also wish to laminate the charts for extended use.

The ABC Sound Songbook masters (see pp. 125–131) can be copied and made into small books. These books can be given to parents at your school’s open house or parent night at the beginning of the year to be used as a reinforcement tool at home.

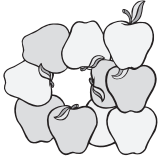

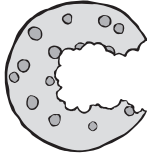

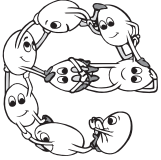


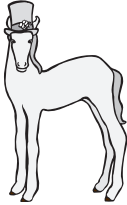




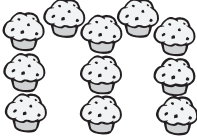



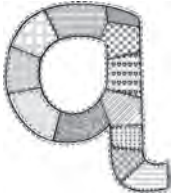



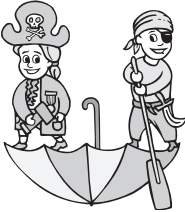





As your students become familiar with the letter presentations on the DVDs and the courseware, you can use the chart and songbook in the following activities either at home or in class.

- Play alphabet songs and capital letter formation instructions from the *ABCs and Such* DVD. Play letter sound songs and lowercase letter formation instructions from the *Letter Sound Songs* DVD. (These songs are also available in the courseware.) Have your students point to each letter as they sing along. Students can also trace each letter to reinforce correct letter formation.
- Name a letter and have your students point to it.
- Point to a letter and have your students say the letter name. Then have them name an object that begins with that letter.
- Have students point to all of the letters in their names in order.

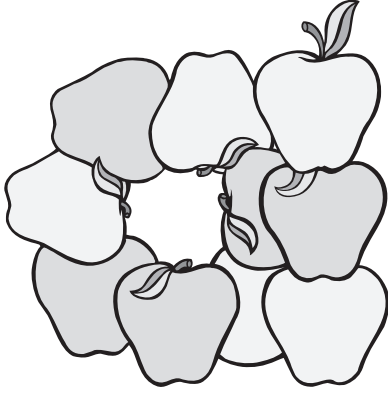
### Making the ABC Sound Songbook

- *Songbook masters* (The masters are arranged for double-sided copying, with a on front and b on back, etc.)
- *Scissors*
- *Stapler*
- *Adhesive tape*
- *Crayons or markers*

Cut each songbook page into four individual pages. Stack the pages in alphabetical order. Staple along one edge. Cover the staples with adhesive tape. Have the students color their ABC Sound Songbooks.

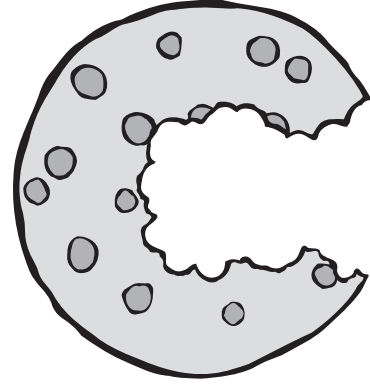
Aa 	Bb 	Cc 	Dd 	Ee 
Ff 	Gg 	Hh 	Ii 	Jj 
Kk 	Ll 	Mm 	Nn 	Oo 
Pp 	Qq 	Rr 	Ss 	Tt 
Uu 	Vv 	Ww 	Xx 	Yy 
Zz 	<h1>The Alphabet</h1>			

# Aa



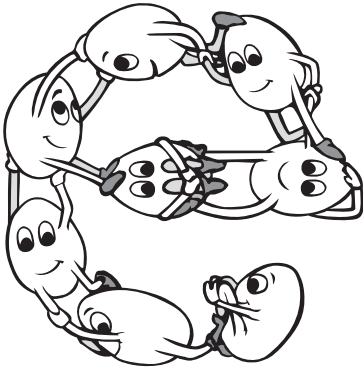
apples

# Cc



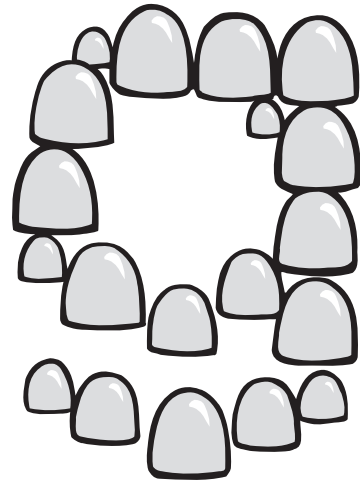
cookie

# Ee



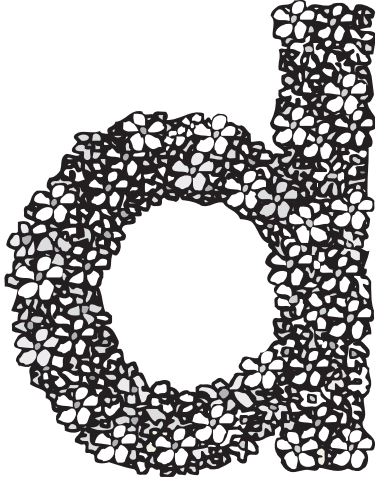
eggs

# Gg



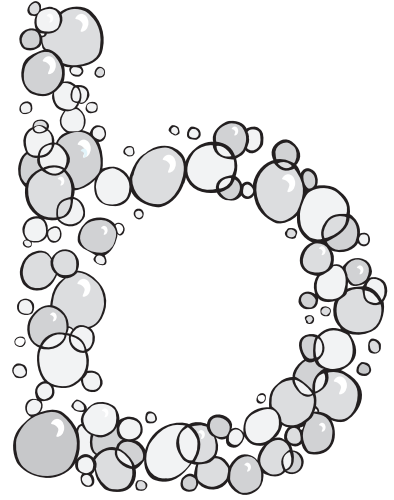
gumdrops

# Dd



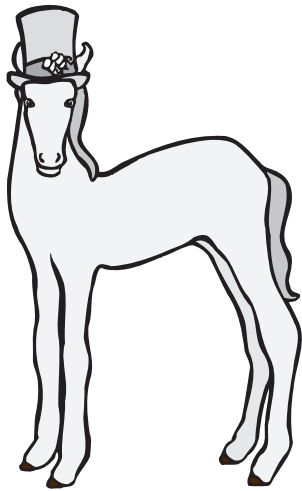
daisies

# Bb



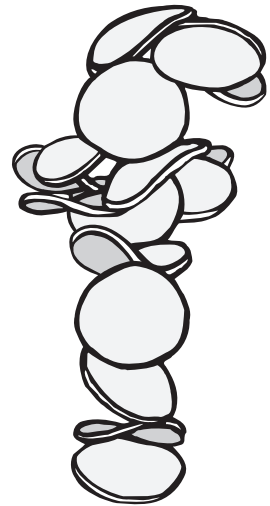
bubbles

# Hh



horse

# Ff



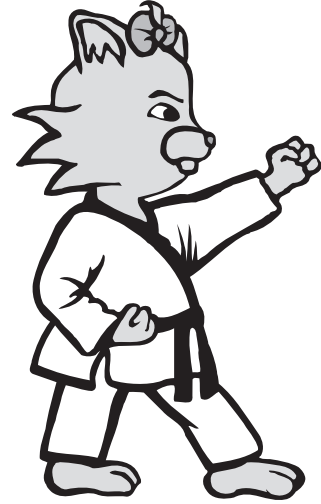
flapjacks

Ii



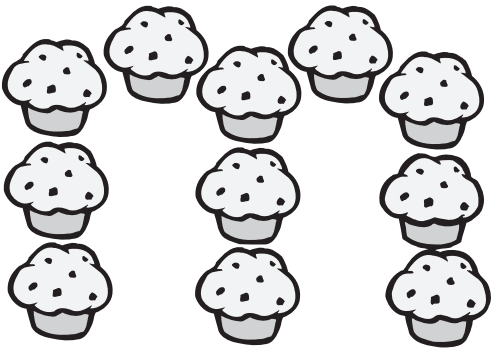
iguana

Kk



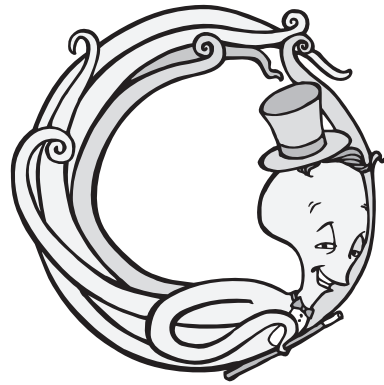
kitten

Mm



muffins

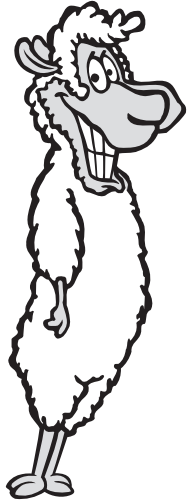
Oo



octopus

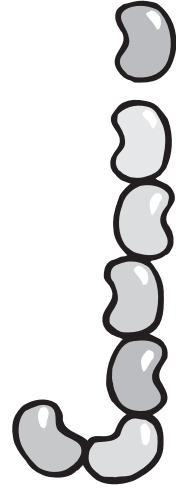


Ll



lamb

Jj



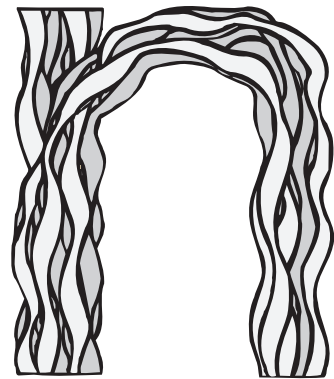
jelly beans

Pp



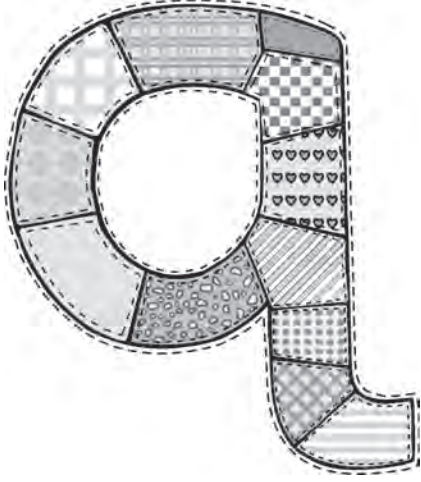
pigs

Nn



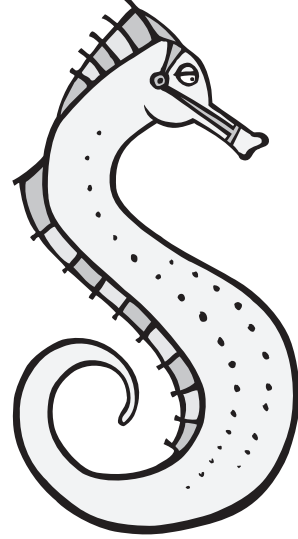
noodles

# Qq



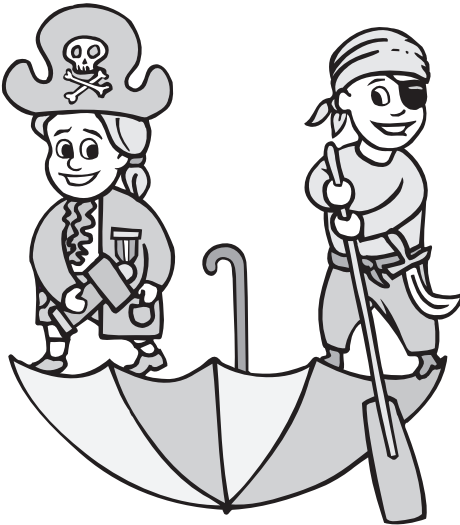
quilt

# Ss



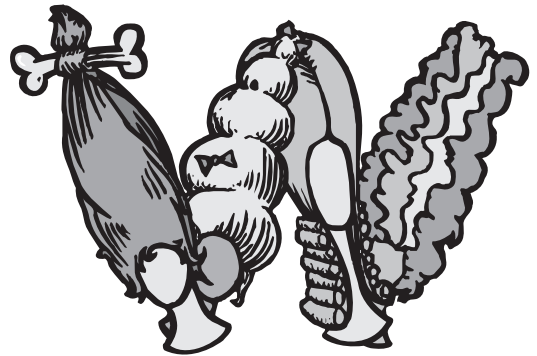
seahorse

# Uu



umbrella

# Ww



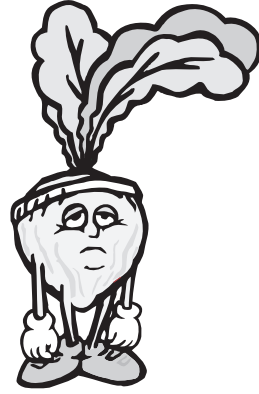
wigs

# Tt



turtle

# Rr



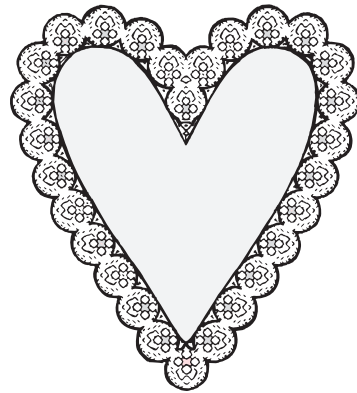
radish

# Xx



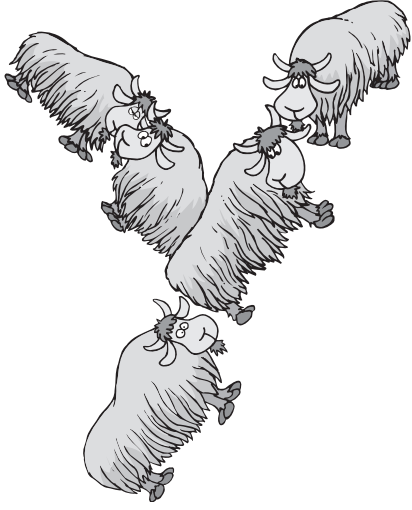
fox

# Vv



valentine

Yy



yaks

Zz



zebras

---

## Sing a Rhyme Charts

---

---

# Aa: The Apple Tree

---



Way up high in the apple tree,  
Two little apples smiled down at me.  
I shook the tree as hard as I could.  
Down came the apples—  
Mmm, mmm, they were good!

---

# Bb: Bluebird, Bluebird

---



Bluebird, bluebird,  
Through my window,  
Bluebird, bluebird,  
Through my window,  
Bluebird, bluebird,  
Through my window,  
Oh, Johnny, what a day.

---

# Cc: Pat-a-cake

---



Pat-a-cake, pat-a-cake,  
Baker's man,  
Bake me a cake  
As fast as you can.  
Pat it and pull it,  
And mark it with a C,  
And put it in the oven  
For baby and me.



---

# Dd: Hey Diddle, Diddle

---



Hey diddle, diddle,  
The cat and the fiddle,  
The cow jumped over the moon;  
The little dog laughed  
To see such sport,  
And the dish ran away with the spoon.

---

# Ee: One Elephant Went Out to Play

---

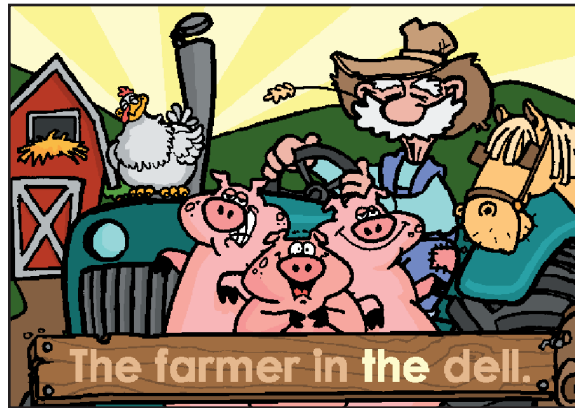


One elephant went out to play,  
Out on a spider's web one day.  
He had such enormous fun,  
He called for another elephant to come.

---

# Ff: The Farmer in the Dell

---

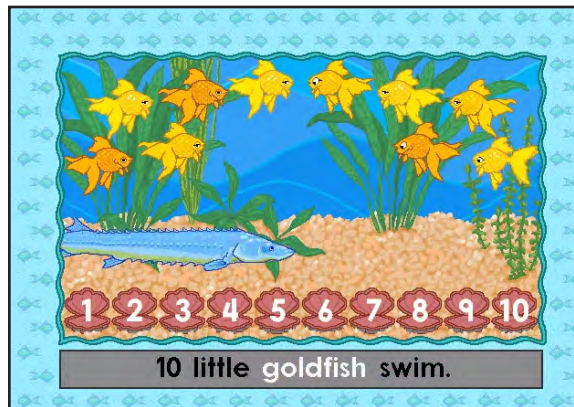


The farmer in the dell,  
The farmer in the dell,  
Heigh-ho the derry-o,  
The farmer in the dell.

---

# Gg: Ten Little Goldfish

---



1 little, 2 little,  
3 little goldfish,  
4 little, 5 little,  
6 little goldfish,  
7 little, 8 little,  
9 little goldfish,  
10 little goldfish swim.

---

# Hh: All the Pretty Little Horses

---



Hush-a-bye, don't you cry,  
Go to sleepy, little baby.  
And when you wake,  
You shall have cake,  
And all the pretty little horses.

---

## Ii: Mother, Mother, I Am Ill

---

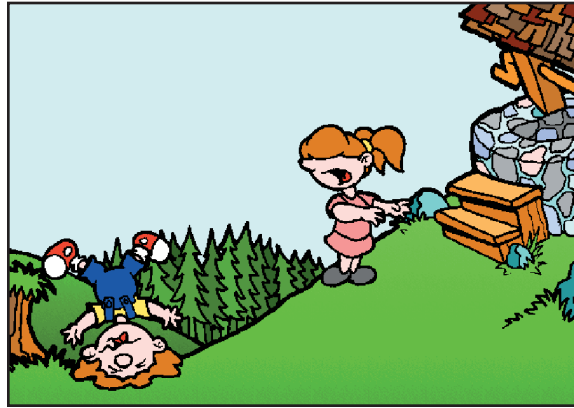


Mother, Mother, I am ill!  
Call the doctor over the hill.  
In came the doctor,  
In came the nurse,  
In came the lady  
With the alligator purse.

---

# Jj: Jack and Jill

---



Jack and Jill  
Went up the hill  
To fetch a pail of water.  
Jack fell down  
And broke his crown,  
And Jill came tumbling after.

---

# Kk: Three Little Kittens

---



Three little kittens,  
They lost their mittens.  
And they began to cry,  
“Oh, Mother dear, we sadly fear  
Our mittens we have lost.”  
“What! Lost your mittens,  
You naughty kittens!  
Then you shall have no pie.”  
“Mee-ow, mee-ow, mee-ow!”  
“No, you shall have no pie.”



---

# LI: Mary Had a Little Lamb

---



Mary had a little lamb,  
Little lamb, little lamb.  
Mary had a little lamb  
Its fleece was white as snow.  
Everywhere that Mary went,  
Mary went, Mary went,  
Everywhere that Mary went,  
The lamb was sure to go.

---

# Mm: Little Miss Muffett

---



Little Miss Muffet  
Sat on a tuffet,  
Eating her curds and whey;  
Along came a spider  
And sat down beside her,  
And frightened Miss Muffet away.

---

# Nn: I Touch My Nose Like This

---



I touch my nose like this.

I touch my eyes like this.

I touch my mouth like this.

I touch my head like this.

This is how you sing it in Spanish:

Toco mi nariz así.

Toco mis ojos así.

Toco mi boca así.

Toco mi cabeza así.

---

# Oo: Polly, Put the Kettle On

---



Polly, put the kettle on,  
Polly, put the kettle on,  
Polly, put the kettle on,  
We'll all have tea.  
Suki, take it off again,  
Suki, take it off again,  
Suki, take it off again,  
They're all gone away.

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# Pp: This Little Pig

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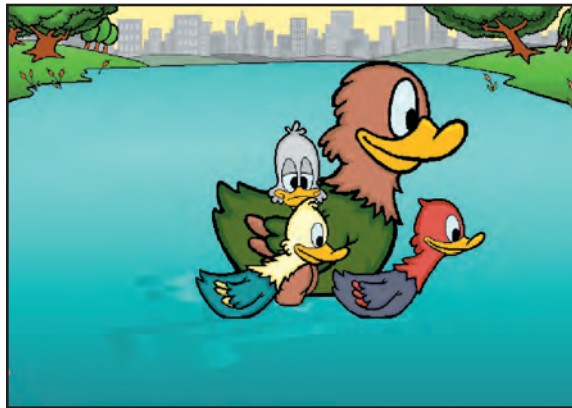


This little pig went to market.  
This little pig stayed home.  
This little pig had roast beef.  
This little pig had none.  
This little pig cried, “Wee, wee, wee,”  
All the way home.

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# Qq: Quack, Quack, Quack

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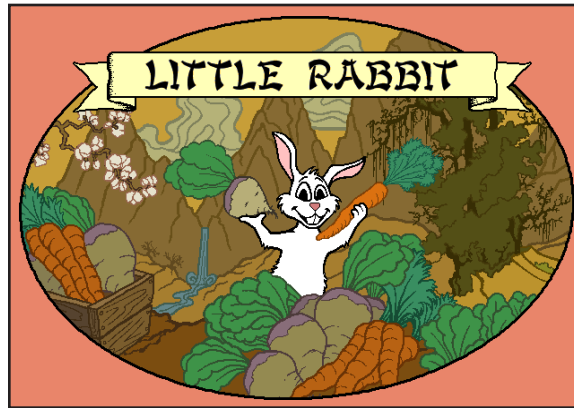


Five little ducks that I once knew,  
Big ones, little ones, skinny ones, too.  
But the one little duck  
With the feather on his back,  
He led the others with a  
“Quack, quack, quack!”  
“Quack, quack, quack!”  
He led the others with a  
“Quack, quack, quack!”  
“Quack, quack, quack!”

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# Rr: Little Rabbit

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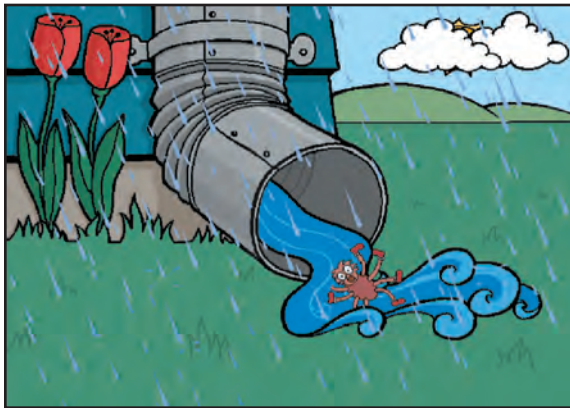
Funny little rabbit, fluffy and white,  
Two little ears, sticking upright.  
Loves turnips and carrots,  
Eats in one bite!  
Funny little rabbit, fluffy and white.

This is how you sing it in Chinese:  
Xiao Bái Tù, Bái Yòu Bái.  
Liang Zhi Er Duo Shù Qi Lái,  
Āi Chi Luó Bo, Āi Chi Càì.

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# Ss: Eensy, Weensy Spider

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The eensy, weensy spider  
Went up the water spout.  
Down came the rain  
And washed the spider out.  
Out came the sun  
And dried up all the rain,  
And the eensy, weensy spider  
Went up the spout again.



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# Tt: Tortillas, Tortillas

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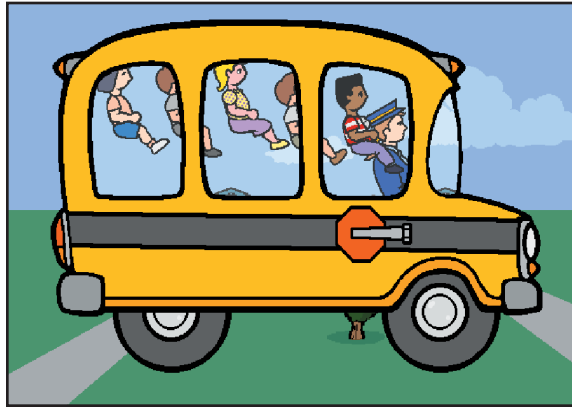
Tortillas, tortillas for Mother.  
Tortillas, tortillas for Father.  
Tortillas, tortillas for Brother.  
Tortillas, tortillas for me!

This is how you sing it in Spanish:  
Tortillas, tortillas para mamá.  
Tortillas, tortillas para papá.  
Tortillas, tortillas para hermano.  
¡Tortillas, tortillas para mí!

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# Uu: The Bus

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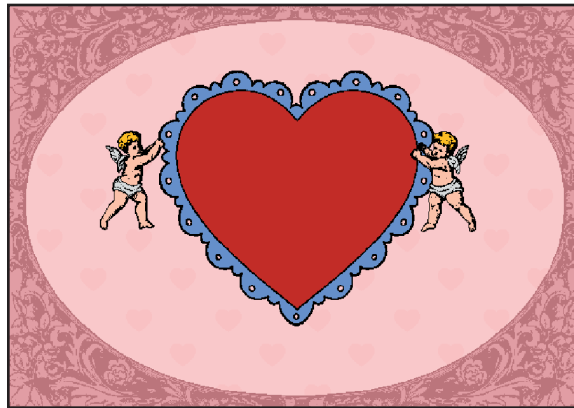


The people on the bus go  
Up and down,  
Up and down,  
Up and down.  
The people on the bus go  
Up and down,  
All through the town.

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# Vv: My Valentine

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My valentine is red,  
My valentine is blue.  
I drop it in the mailbox,  
And send it off to you.

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# Ww: Wee Willie Winkie

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Wee Willie Winkie runs through town,  
Upstairs and downstairs, in his nightgown,  
Rapping at the window,  
Crying through the lock,  
“Are the children in their beds?  
Now it’s eight o’clock.”

---

# Xx: A-hunting We Will Go

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A-hunting we will go,  
A-hunting we will go!  
We'll catch a fox  
And put him in a box,  
And then we'll let him go.

---

# Yy: Yankee Doodle

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Yankee Doodle went to town,  
Riding on a pony,  
Stuck a feather in his hat  
And called it macaroni.

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# Zz: The Zulu Warrior

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I come a zimba zimba zaya,  
I come a zimba zimba zay.  
I come a zimba zimba zaya,  
I come a zimba zimba zay.  
See him here, the Zulu warrior,  
See him here, the Zulu chief, chief, chief.  
See him here, the Zulu warrior,  
See him here, the Zulu chief, chief, chief.