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).

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**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 students 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: 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 Hs. 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

- 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 Gs or lowercase gs 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: 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 Is. 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 Js. 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 students 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 Ms. 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 students 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 students 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 Os 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 Os with their bodies during recess or activity time. Have them come up with different ways of forming Os by themselves and with partners.

Writing Practice: Pp

These activities help students 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 students 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.

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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 students 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 \( U \)s 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.

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**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.
Letter Picture Handwriting Worksheets: Capital
A: “Slant down, slant down, across. Capital A.”

A

A

APPLE    AT

AS      ALLIGATOR
B: “Down, up, curve around, curve around. Capital B.”

B B B B B B B

B

BLUEBIRD

BUBBLES BATHS
C: “Curve around. Capital C.”

C C C C C C C

C

CAKE  CAN

CATERPILLAR
D: “Down, up, curve around. Capital D.”

D

DIDDLLE   DOG

DISH   DINOSAUR
E: “Across, down, across, across. Capital E.”

E

E

ELEPHANT

ED EDNA
F: “Across, down, across. Capital F.”

F

FARMER

FLAG FRED
G: “Curve around, in. Capital G.”

G G G G G G G

G

GEARS GO

GOLDFISH
H: “Down, down, across. Capital H.”

H

H

HUSH HOT DOG

HAVE HORSES

ILL IN

GUANA
J: “Down, curve up. Capital J.”

J J J J J J J

J

JACK JILL

JESTER
K: “Down, slant down, slant down. Capital K.”

K
K
K
K
K
K

KITTENS   KING

KARATE
L: “Down, across. Capital L.”

L

L

LITTLE LAMB

LEPRECHAUN
M: “Down, lift, slant down, slant up, down. Capital M.”

MISS  MUFFET  MOUNTAIN
N: “Down, lift, slant down, up. Capital N.”

N

N

NOSE  NEWT  NOON
Name ____________

O: “Curve around. Capital O.”

O

ON OFF

OC TOPUS
P: “Down, up, curve around. Capital P.”

P P P P P P

P

PIG PIPES

PAGE
Q: “Curve around, lift, slant down. Capital Q.”

Q  Q  Q  Q  Q  Q  Q  Q

Q

QUACK  QUEEN

QUILT
R: “Down, up, curve around, slant down. Capital R.”

R  R  R  R  R  R  R  R

R

RABBIT  ROBOT

RADISHES
S: “Up, over, curve around, curve around. Capital S.”

---

S

---

S

---

SPIDER SPOUT

---

SUN SNAKE
T: “Down, lift, across. Capital T.”

T

T

TORILLAS TASTE TO EM POLE
U: “Down, curve up. Capital U.”

U  U  U  U  U  U

U

UP  UMBRELLA  UNCLE
V: “Slant down, slant up. Capital V.”

V

V

VALENTINE

VIOLIN  VIOLETS
W: “Slant down, slant up, slant down, slant up. Capital W.”

W

W

W

WEE WILLIE WINKIE

WINDOW WOOD
X: “Slant down, slant down. Capital X.”
Y: “Slant down, slant down, down. Capital Y.”

Y  Y  Y  Y  Y  Y  Y

Y

YANKEE  YAK

YELLOW
Z: “Across, slant down, across. Capital Z.”

Z

Z

ZIMBA ZAYA

AY ZULU ZIPPER
Letter Picture Handwriting Worksheets: Lowercase
a: “Over, around, up, down. Lowercase a.”

a a a a a a a a a

a

apples act as acrobats
b: “Down, up, curve around. Lowercase b.”

b

b

bluebirds

bath

bath
c: “Up, over, around, up. Lowercase c.”

c
c

c

c

cookie

crumbly

crunchy

crunch
d: “Over, around, up high, down. Lowercase d.”

d
d
doggi
digging
daissy
e: “Across, up, around, up. Lowercase e.”

---

e e e e e e e e e

---

e

e

---

elephants

---

exercise eggs
Name ____________

f: “Up, over, down, lift, cross. Lowercase f.”

f

flips flapjacks farmer
g: “Over, around, up, down below, curve up. Lowercase g.”

```
g g g g g g g g g g
```

g
goldfish  gobble

green  gumdrops
h: “Down, up, curve over, down. Lowercase h.”

h h h h h h h h

h

horses hats

hollyhocks
i: “Down, lift, dot. Lowercase i.”

iguana  in  
igloo  inn
j: “Down below, curve up, lift, dot. Lowercase j.”

j j j j j j

j

juggling jiggly jelly beans
Name ____________

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.”

little    amb    likes

oipop    icks
m: “Down, up, curve over, down, up, curve over, down. Lowercase m.”

m m m m m m m m m

m

magical muffins

moon
n: “Down, up, curve over, down. Lowercase n.”

n n n n n n n

n

newt nibbles

noodles noon
The letter o: “Over, around, close. Lowercase o.”

-o-

- o -

-o-

octopus

onstage off
p: “Down below, up, curve around. Lowercase p.”

p p p p p p p

p

piggy painting

piglets page
q: “Over, around, up, down below, curve up. Lowercase q.”

quartet
quacking quilt
Name ____________

r: “Down, up, curve over. Lowercase r.”

r

r

r

radishes  running

robot
Name ____________

s: “Up, over, curve around, curve around. Lowercase s.”

---

s

---

sea horse

---

swimming sea
Name _________________

†: “Down, lift, cross. Lowercase †.”

†

†

†

ur les as e

or illas as i ly
u: “Down, curve up, down. Lowercase $u$."

___ u ___ u ___ u ___ u ___ u ___ u ___ u ___

___ u ___

uncle umbrella

upside down
v: “Slant down, slant up. Lowercase v.”

v v v v v v v

v

violet  valentines

violin
w: “Slant down, slant up, slant down, slant up. Lowercase w.”

w w w w w w w w w

w

wears  wacky

wigs
x: “Slant down, slant down. Lowercase x.”

```
x
xxx
xxx
x
```

```
fox sax

six
```
y: “Slant down, slant down below. Lowercase y.”

y

y y y y y y y y

y

yoo-hoo  yell

yellow  yaks
z: “Across, slant down, across. Lowercase z.”

zebras      zigzag      zipper
Home Letter Practice Worksheets
a: "Over, around, up, down. Lowercase a."

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

A: Slant down, slant down, across, Capital A.
c. "Up, over, around, up high, down. Lowercase c."

p p p p p
p p p p p

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

p p p p p
p p p p p

Name
C: "Curve around. Capital C."

D: "Down, up, curve around. Capital D."
e: "Across, up, around, up. Lowercase e."

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

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

F. "Across, down, across. Capital F."
g. “Over, around, up, down below, curve up. Lowercase g.”

h. “Down, up, curve over, down. Lowercase h.”
H: "Down, down, across. Capital H."

G: "Curve around, in. Capital G."
i: “Down, lift, dot. Lowercase i.”

j: “Down below, curve up, lift, dot. Lowercase j.”
J: "Down, curve up. Capital J."

I: "Down, across, across. Capital I."
k: "Down, lift, slant in, slant out. Lowercase k."

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

L: "Down, across, Capital L."
n: "Down, up, curve over, down. Lowercase n."

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

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

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

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

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

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

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

r: "Down, up, curve over. Lowercase r."
Q: “Curve around, lift, slant down. Capital Q.”

R: “Down, up, curve around, slant down. Capital R.”
s: "Up, over, curve around, curve around. Lowercase s."

t: "Down, lift, cross. Lowercase t."
S: "Curve around, curve around. Capital S."

T: "Down, lift, across. Capital T."
u: “Down, curve up, down. Lowercase u.”

v: “Slant down, slant up. Lowercase v.”
U: “Down, curve up. Capital U.”

V: “Slant down, slant up. Capital V.”
w: "Slant down, slant up; slant down, slant up. Lowercase w.

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

W: "Slant down, slant up, slant down, slant up, capital W."
y. "Slant down, slant down below. Lowercase y."

z. "Across, slant down, across. Lowercase z."
Y: “Slant down, slant down, down. Capital Y.”

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. ______
ABC Chart and ABC Sound Songbook

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.
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<th>Bb</th>
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</tbody>
</table>

**The Alphabet**
Aa apples
Cc cookie
Ee eggs
Gg gumdrops
Dd

daisies

Bb

bubbles

Hh

horse

Ff

flapjacks
Ii
iguana

Kk
kitten

Mm
muffins

Oo
octopus
Qq
quilt

Ss
seahorse

Uu

Ww
umbrella
wigs
Tt  turtle

Rr  radish

Xx  fox

Vv  valentine
Yy

yaks

Zz

zebras
Sing a Rhyme Charts
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!
Bluebird, bluebird,
Through my window,
Bluebird, bluebird,
Through my window,
Bluebird, bluebird,
Through my window,
Oh, Johnny, what a day.
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.
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.
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.
The farmer in the dell,
The farmer in the dell,
Heigh-ho the derry-o,
The farmer in the dell.
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.
Hush-a-by, don’t you cry,
Go to sleepy, little baby.
And when you wake,
You shall have cake,
And all the pretty little horses.
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.
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.
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.”
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.
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.
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.
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.
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.
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!”
Rr: Little Rabbit

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 Cài.
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.
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!
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.
My valentine is red,
My valentine is blue.
I drop it in the mailbox,
And send it off to you.
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.”
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.
Yankee Doodle went to town,
Riding on a pony,
Stuck a feather in his hat
And called it macaroni.
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.