



Primary Success Publications

Learn a Letter a Week



By Jean Roberts

Ideas for teaching the letters and letter sounds



Learn a Letter a Week

by Jean Roberts

First Edition - 2001

Images - ClipArt.com and Shutterstock images used within their regulatory guidelines.

Primary Success Publications
#305, 4965 Vista View Cres.
Nanaimo, BC Canada V9V 1S1



www.primarysuccess.ca
primarysuccess@shaw.ca

Primary Success

Learn A Letter A Week

Perhaps this title is misleading! There is much more to teaching phonics in Kindergarten than teaching one letter sound each week. Some children will come to you knowing most or all of the letter sounds already. Some children will arrive in September with no idea of letters or words. You will need to teach the concepts of print, phonetic awareness, sound associations, rhyming, letter names, letter formations, and letter sounds.

Why should you teach the letter sounds in Kindergarten?

Kindergarten lays the foundation under the reading process. Grade One teachers will tell you the difference between children who begin reading with this foundation and those who have missed this. Twenty years ago most Kindergarten teachers did not begin the reading process, and Grade One teachers rarely, if ever, received children who could read even at the pre-primer level. Now it is not only common in many schools, it is even expected that children have a secure foundation and the beginning skills.

Phonics is a necessary part of the reading process. When a child learns sight reading he is able to remember the look of the entire word, but without phonics he is unable to decode unfamiliar words. Some children will learn to use the basic phonics on their own, but it is necessary for most children to have explicit phonics instruction. Phonics helps the child differentiate between words that look similar. It gives him the tools to read unfamiliar words and it helps him spell words correctly.



Which children need phonics?

Learning phonetic skills is necessary for all children. Some of your quickest learners will understand basic phonics and letter sounds without explicit lessons, and a few others will grasp phonics if the teacher shows the sounds in experience stories and in other incidental part of the language arts lessons. The necessity of having an excellent phonics program grows in importance as the children's difficulties increase. The slower half of your class seriously needs phonics, and the few children who are learning disadvantaged or have learning disabilities desperately need a solid phonics program.



Can every child learn the letter sounds?

Yes, but not every child will find the letter sounds easy to learn. A few children have auditory discrimination and recall problems (a difficulty distinguishing the sounds and remembering them). Often these children have an articulation delay and have difficulty saying a number of sounds also. This is quite common in Kindergarten children. This does not mean that they can not (or should not) learn the letter sounds but it will take them longer to learn the sounds well. If a child has difficulty with the phonetic process, he will become discouraged if you put too much pressure on him or try to teach him too quickly. Don't give up, keep it fun and go slowly. These children need lots of repetition and multi-sensory alphabet experiences.

The idea of waiting until children are 'ready' before teaching the letter sounds and names and the other skills is not valid. Children become ready through exposure and practice.

Is phonics alone enough to teach children to read?

Definitely not. Kindergarten children also need to learn that they can memorize words, and they also need a program rich in language experience. They need a program that teaches phonemic awareness and the concepts of print. It is the mix of all these experiences that improve the chances that all children will learn to read quickly and easily.

When they do begin to read, they need a program that has equal parts of phonics training, sight reading and language experience. Some children are auditory learners and will learn phonics easily. Some are visual learners and will learn best through memorizing sight words. Some children need many kinesthetic exercises with printing and body movements in order to learn well. We don't teach one thing in isolation. Children learn best when there is a mix of experiences.

What supplies are needed to teach this phonics program?

You will need the larger sound cards to hold up to the whole class or a large group for oral practice - photocopy the masters on 8 1/2" x 11" sheets of light cardboard (manila tag). Laminate them or cover the sheets with clear contact plastic and then cut them apart. The sound cards have been prepared with a diagonal line in the upper right corner. Cut the cards apart and clip the corner of the card on this diagonal. Now when you have a pack of cards ready to use, you will know that all cards are right side up and all facing forward. Flash cards are to review sounds and concepts already taught.

To learn the letter sounds, the children can draw the letters on a variety of tactile surfaces with their fingers. Collect pieces of sandpaper, carpet, silk, velvet, canvas and other fabrics, etc., and you can also make large letters on cards, paint with glue and cover the glue with sand, sparkles, corn meal, etc. Other ideas are offered for each letter.

If you do the food exercises each week, keep them as simple as possible. The children love the cooking (and the eating), but you don't want to have too much preparation, mess, expense or too much time taken from the day.



Teaching the Program

1. To teach a phoneme, name the letter and say its sound. Discuss words beginning with the sound - all words beginning with the same letter do not necessarily start with the same phoneme - and draw pictures illustrating words beginning with the sound on the chalkboard. Each lesson has words for you to use. Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound. **(It is very important to use the auditory, visual and kinesthetic senses simultaneously.)** Make sure every child can form the letter correctly (top to bottom) and say the sound correctly.

2. Each day, review the sound cards **that you have previously taught** by flashing the cards and having all the children say the letter name, the sound and a key word. For example, "a says /a/ as in apple". Then go through the cards again having the children say only the sound. If you hear an incorrect sound, review and repeat. Do not leave out any of the sound cards, even if you feel that all the children know the sounds well. The children with problems need the constant repetition, and they should have some extra practice in a small group or individually. Your goal is to have the child automatically say the sound when he sees the letter.

3. From the first day of Kindergarten, sing an alphabet song every day, preferably one that doesn't have the dreaded "elemenopee....."! After all the letters are taught, say a poem that reviews the letter name, sound and a key word, such as the one at the bottom of Page 9.

What is the order of teaching the letters?

Many Kindergarten teachers teach the letter sounds in the order of the alphabet. This is fine, although some of the more difficult letters come early in the sequence. You could also teach them in the order of the ease of speech or in any order you choose. It doesn't really matter, as long as you constantly review the ones you have taught so the children have no chance of forgetting them.

A suggestion is to begin with the easiest sounds - a, s, t, m, c, f, b.

Should you teach blending?

If you feel that some of your children are ready, by all means show them how to blend. When your children are comfortable with a number of sounds, show them how the letters slide together (blend) to form words. This gives a purpose to the teaching of the letter sounds, and the children who take this next step will be very proud of their 'reading'. This will be too difficult for many children, so it is perhaps best to do it with individual children or with a small group that you feel are ready.

To blend words, have the child tap his finger under each letter in the word and say each sound, and then slide the finger under the whole word, blending the sounds together to form the word. Say, "/s/ /a/ /t/ sat" (When /_/ is used, it means the sound of the enclosed letter, not the letter name.) At first, bring the large letter cards together to show blending, and you can use your hand to slide the sounds together. If a child needs help, take his hand and blend with him, but try to get him to do it for himself. Once a child has the idea he will learn quickly.

Get "Successful Phonics - Part One" from *Primary Success* for further ideas to teach blending.



The Lessons

Each day:

1. Review the letters and sounds that the children have previously learned. Review the letter name, the sound and the key word - "a says /a/ as in apple". Then go through the cards again saying only the letter sound.
2. Introduce a new letter and sound, or review the one you are working on this week. Give words beginning with the sound. Teach or review the hand motion for the vowels, and/or the sound association.
3. Practice printing the letter on tactile surfaces, make body letters, etc.
4. Do one or more of the activities - make tactile letters, art, food, singing, games, poems, etc.
5. At the end of the lesson, review the letter name, sound and key word.



Advice!

Practice Makes Permanent.

Teach them the right way to do things from the beginning.

If they pick up and practice bad habits, the bad habits will become permanent.

It is important that you teach the sound correctly. It is especially important that all consonant sounds are kept short and spoken quickly. Often children struggle to blend consonant sounds with a vowel sound "uh" on the end of each one.

For example, /b/ /a/ /t/ cannot be blended if the sounds are made by saying 'buh /a/ tuh'

To help keep the consonants 'short', the child can hold the first two fingers of his hand in front of the mouth like scissor blades, and 'cut' the sound off short as it is spoken.

For each letter, a word has been given to show you the correct pronunciation. Some consonant sounds come from the throat and the voice box and are "voiced". Some sounds are made in the mouth with air and are "unvoiced". Be careful that any words you use have the correct sound. /g/ makes the sound in "goat", not "giraffe", /c/ makes the sound in "cat", not "city", and /e/ makes the sound in "elephant". not "early" or "easy", and so on.

A Glossary

Alphabet Recognition is the ability to read the letters of the alphabet when presented with them in random order. Being able to sing the alphabet song and/or point to the letters as they sing is not enough.

Phonemic awareness is the understanding that spoken words are made up of a series of separate sounds. Therefore most phonemic awareness activities are oral and based on listening and speaking and playing with sounds.

Phoneme - A single sound unit. This may be more than one letter, but only one sound, as in *th* or *ou*.

Phonics is the learning of sound and is associated with printed words. To be proficient in phonics means that the child is able to decode unknown words and encode when spelling.



More ideas to reinforce the letter names, sounds and formation:

Point to the letter on an alphabet chart so the children can see where the letter is in the alphabet.

Sing the alphabet song and stop at a certain letter for the children to sing alone.

Model the correct formation of the letter and have the children trace the letter in salt, sand, gel, fingerpaint, pudding, or shaving cream .

Model the correct formation of the letter and have the children print the letter with a paintbrush, marker, crayon, chalk, q-tip, pencil, magic slate, or pen.

Purchase magnetic letters to place on a filing cabinet or cookie sheets to display the letter of the week.

Cut out the letter from a magazine or newspaper.

Use playdough to roll out and form the letter, or a toothpick to write the letter on the playdough.

Talk about the shapes of the letters and if the upper and lower case are the same or different. Play matching games, same or different, or alphabet bingo.

Take your finger and trace the letters on the palm of the hand or on the child's back.

Use sticky notes and label objects in the classroom that begin with the letter.

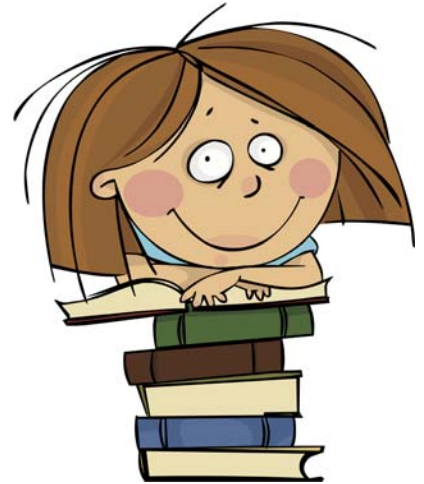
Alphabet stamps are a practical investment for having fun with the alphabet for alphabet recognition, making words, and spelling. They can be used in a center.

Eating the alphabet can be a delicious way to reinforce letters using vegetables, pretzels, potato sticks, and candy to form the letters.

Decorate cupcakes, cakes or cookies using frosting tubes to print letters. Squeeze mustard, ketchup, mayonnaise, or jelly letters out of containers.

Alphabet tiles or cubes can create interest and the children can play games that strengthen learning the alphabet.

Reading with the children and pointing out letters in a word is a very natural way to teach the alphabet.



Go to the library and take out a variety of alphabet books.

Have the children find the letter in magazines, books, or the newspaper. Shine a flashlight on the letter. Have your child color code or highlight the letter in yellow.

Have a selection of 'magic wands' or funny glasses so the children can 'read the room' for the letter or words.

Art projects can reinforce letter recognition by making letters out of pipe cleaners, buttons, sequins, glitter, macaroni, yarn, ribbon, lace, stickers, materials, or anything that you have available.

Use sign language to demonstrate the letter.

Logos and environmental print that surround us add to the learning environment.

Rhythm, chanting, poems, and clapping can help children learn. Accompany this with visual and/or kinesthetic associations.

Using a typewriter or keyboard will assist the children to master the alphabet.



ABC CHANT

A - B - CDE (Teacher)
A - B - CDE (Students)
Kindergarten is where I want to be. (Teacher)
Kindergarten is where I want to be. (Students)
F - G - HIJ
Learning lots of things each day.
K - L - MNO
Many boys and girls we know
P - Q - RST
Sharing books with you and me.
U - V - WXY
Now it's time to say good-bye
Z - Z - ZZZ
Kindergarten is where I want to be.

Animal Rap

AB CDE	PQ RST
Dog's in the yard ,	Ducks in the pond,
Cat's up a tree.	Lambs running free.
FG HIJ	UV WXY
Cows chewing cud,	Chickens in the coop,
Horses eating hay.	Piggies in the sty.
KL MNO	ZZ ZZZ
Hens say bawk,	Goodnight, Goodnight
Roosters crow.	

A B C D E F G
School time, learning time,
For you and me.
H I J K L M N O P,
Recess time, book time,
For you and me.
Q R S T U V,
Gym time, sing time,
For you and me.
W, X and Y and Z (Canadian Z)
I'll really be tired
When I go to bed.
sshhh.....

Bat and baseball	Drum and drumstick
Bat and baseball	Drum and drumstick
Make a b,	Make a d,
Make a b.	Make a d.
Bat and baseball	Drum and drumstick
Bat and baseball	Drum and drumstick
Make a b,	Make a d,
Make a b.	Make a d.

An Alphabet Song

(/-/ stands for the letter sound.)

/a/ for apple,
/b/ for bug,
/c/ for cat, and
/d/ for dug

/e/ for elephant,
/f/ for frog,
/g/ for go, and
/h/ for hog...

/i/ for itch,
/j/ for jog,
/k/ for keep, and
/l/ for log

/m/ for mom,
/n/ for not,
/o/ for on, and
/p/ for pot

/qu/ for queen,
/r/ for rug,
/s/ for sing, and
/t/ for tug.

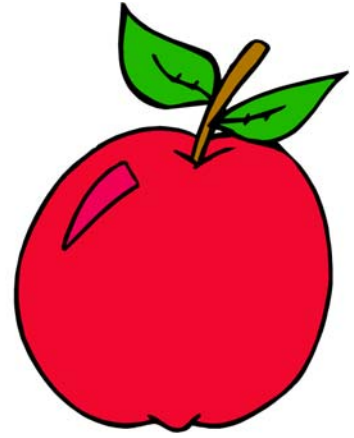
/u/ for up,
/v/ for vest
/w/ for we and wiggle and west

/x/ makes the double sound
of k s (*I say the letters
here, not the sounds*)
found at the end of
tax and fix (*draw out the /
k/ /s/ sounds*)

/y/ is for saying
yes, yellow, you
/z/ is the end, sing
zip, zing, zoo

Notes:

Aa



Information

Sound

/a/ as in 'apple'. Of course there are many other sounds of 'a', but do not include words beginning with these in your lessons.

Hand Motion

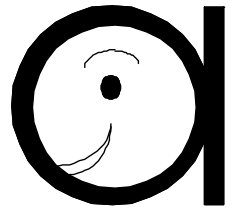
The vowels can each have a hand motion. For /a/, put the back of your hand (with your hand flat) under the chin, and drop the hand as you make the /a/ sound and your jaw drops.

Sound Association

Draw a baby's face on the lower case 'a'. /a/ is the sound a baby makes.

Praise

Absolutely wonderful! Astounding! Admirable!

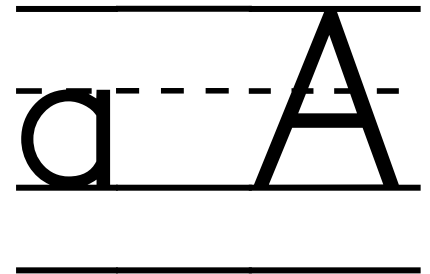


Letter Formation

Research shows that the 'ball and stick' method of teaching beginners to print gives the best results.

For the lower case a, the children begin at the top of the ball on the dotted center line and go to the left to make a circle, touching the 'floor' line. The pencil is then lifted and the straight line is made from top to bottom just touching the circle and both the dotted center line and the floor line.

For the upper case A, the tall line on the left is made first, beginning at the top line, the tall right line is the second step, also beginning at the top and ending at the 'floor' line, and the horizontal line is last, drawn from left to right on or slightly below the dotted line.



Key Words:

apple, ant, alligator, animal, astronaut, ambulance, alphabet, ax.

Story

Alice Alligator lived along a river. She lived alone. Alice asked, "Where is another animal to play with?" Andy and Anne Anteater heard her and came running to her river. Alice was scary but Andy and Anne didn't run away. Andy gave her an apple and they played happily. This happened a long time ago.

Teaching the letter Aa and the /a/ sound.

Go through the following steps daily:

Introduce the letter Aa and talk about the 'big', upper case or capital A and the 'small' or lower case a.

Discuss the sound /a/ and the fact that the sound is different from the letter name.

Say, "A says /a/ as in 'apple'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be making the /a/ sound so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the hand motion and the sound association.

Give a child a card with a lower case a in bold print. The child goes around the classroom making the /a/ sound, showing the card, and then touching and saying the name of an object in the classroom.....e.g. /a/ desk, /a/ toy, /a/ book, etc.

List object words beginning with the /a/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'A' and 'a' body letters on the floor, using several students. Have them make the /a/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with aluminum foil, plastic ants, apple seeds - talk about the letter Aa and the sound /a/ as the children handle the objects.

Make Tactile Letters

Use the large letter outlines and photocopy them for the children. They 'paint' glue on the letter and stick on something beginning with the letter. For /a/ use aluminum foil squares or Apple Jacks cereal, small cut-out apple stickers or apple seeds. When the glue is dry they trace the letter as they say the sound, tracing as they would print the letter correctly.



Food

Make applesauce. Applesauce in a crockpot: Every child can bring in an apple. It isn't necessary to peel the apples, but applesauce is nicer if you do so. Use a 'Starfrit' or other peeler to save time! Core the apples. Put all the apples in the crockpot with 1/4 cup water. Let cook until they are soft. You can add a bit of sugar and cinnamon if you wish.

Or: cut apples into small pieces and put them into an electric frying pan. Add a little sugar and cook at low heat until they are cooked. Mash with potato masher or wooden spoon. Add cinnamon to taste.

Apple Smiles - Slice apples, with peel on, into 8 pieces. Spread each piece with peanut butter; add miniature marshmallows for teeth. Put two slices together.

Ants on a Log - Slice celery into 3" pieces (the log). Children can use plastic knives to fill the celery with peanut butter. Put raisin 'ants' on top of the 'log' before eating.

Alphabet Soup - Use alphabet pasta and chicken broth to make alphabet soup. Add vegetables if you wish.

Cook asparagus.

Eat animal crackers.

Eat avocados.

Songs and Games

Sing "Alouette" and alphabet songs. Do the alphabet rap.

Be an acrobat. Make body A's and a's with children in groups of 3.



Poems

An Apple Chant

Apples in the attic,
Apples in the hall,
Apples in the summer,
Apples in the fall.
Apples make you healthy.
Apples make you tall.
I will eat some apples,
I will eat them all.

Sing Hurray for A!

(To the tune of 'Farmer in the Dell')

Let's sing hurray for A,
Let's sing hurray for A,
Let's sing hurray for A today
Let's sing hurray for A.
Apple starts with A,
Asparagus starts the same way,
Let's sing hurray for A today,
Let's sing hurray for A.

Art Ideas

- Cut apples across the center to show the star in the apple. Use red paint and make prints with the apple halves.
- Make a mural of favourite animals.
- Cut all the alphabet letters from a magazine and glue to a sheet of coloured construction paper.
- Apple Tree - On a piece of white construction paper, outline in pencil a tree trunk. Have the children tear bits of brown construction paper and paste to outline for a trunk. Then sponge-paint green leaves on it. When this is dry, the children finger-print red apples on the tree.

Other Activities

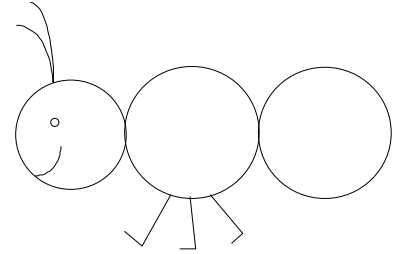
- Work with **apples** - have every child bring in one apple. Graph the colors (red, green yellow, striped). Have a taste test with two apples and graph the results. Find the biggest apple and the smallest - strangest shape, shiniest, favorite, etc. Cut some apples across the center to show the star.

- Sort **animal** pictures or plastic animals. Bring an animal collection and discuss farm animals, jungle animals, etc.

- Make books shaped like **apples**.

- Learn about **alligators**.

- Read a book about **ants**. Discuss insects that use antennae. Make antennae to wear! Have the students cut a strip of black or brown construction paper, staple into a headband, glue two pipe cleaners and curl. Do some dramatic play.

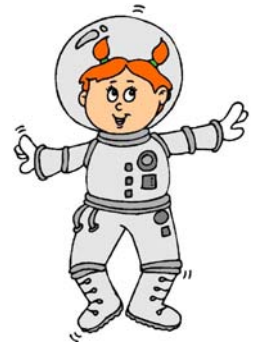


- Set up an **ant** farm. Talk about the queen ant and the worker ants and their jobs. Observe ants and draw pictures of the observations.

- Draw an ant on an apple.

- Collect 'A's and 'a's. Cut the upper and lower case letters out of newspapers and magazines. This is especially useful for this letter, as the lower case is made differently - **a a**

- Learn about **astronauts**. Show the children pictures of astronauts and talk about what an astronaut might do on the job. Let them pretend to land on the moon and walk as if there is no gravity.



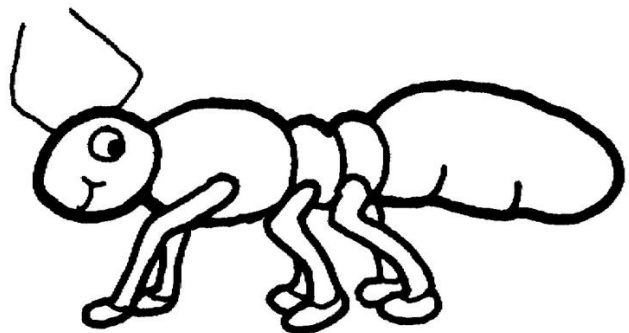
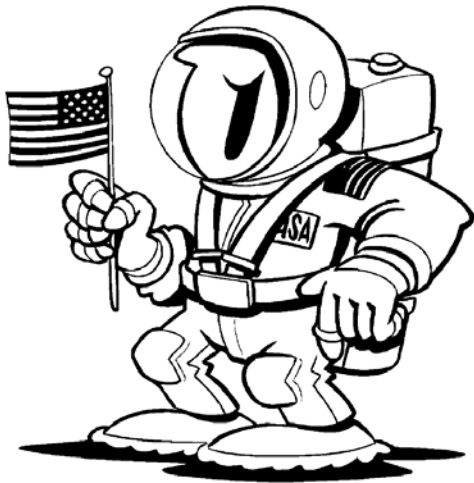
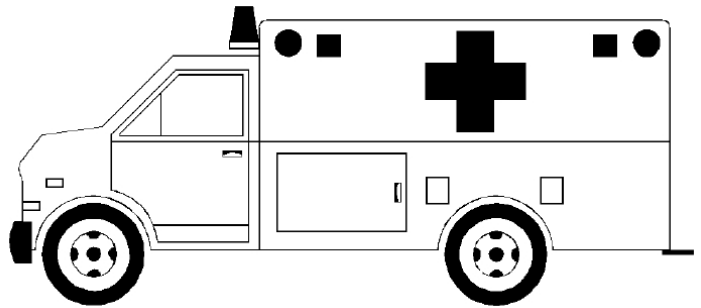
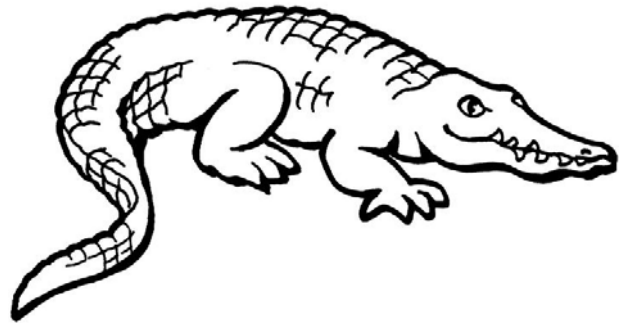
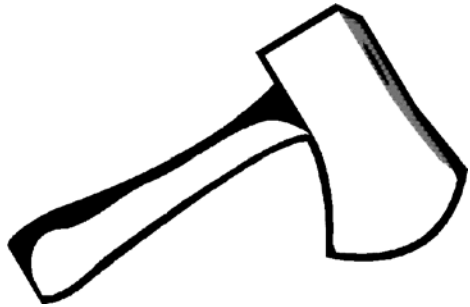
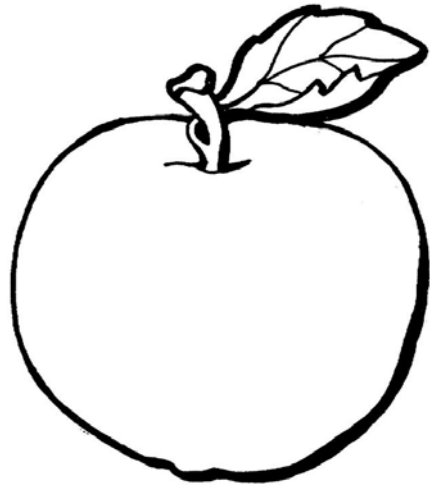
- Take a nature walk and try to find ant trails. When an ant finds a food source he leaves a scent on the ground so that the other ants can find the way. The ants then follow the trail to the food. Tell students to observe the ants as they follow the trail.

- Give students **Alpha-Bits** cereal and do some of the following activities: How many A's are in your portion? Of what letter do you have the most? Make your name with your cereal.

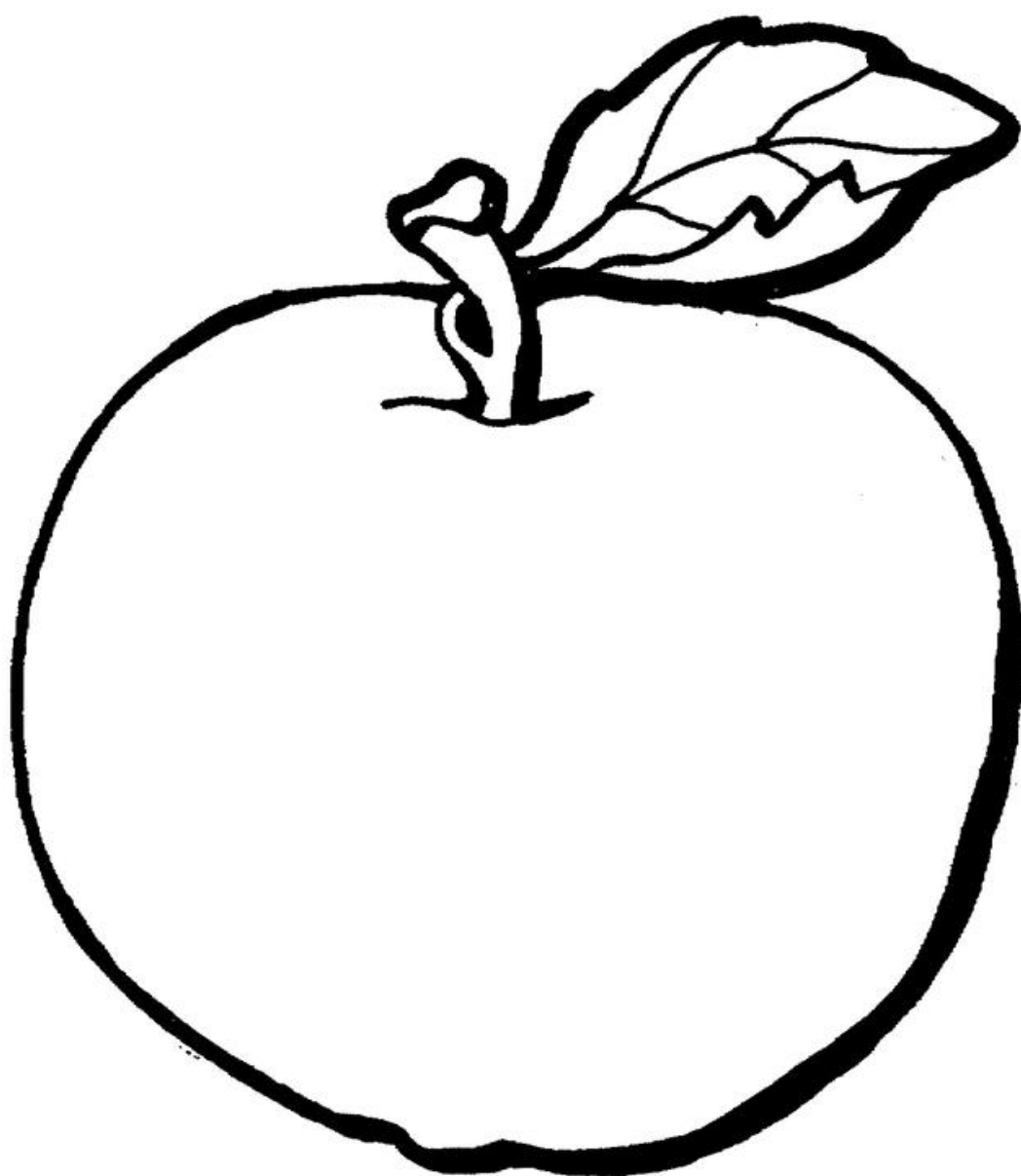
- Make sure each child knows his/her **address**.

- Grow an **avocado** plant. Cut them open to remove the pits. Help the children plant the pits by sticking three toothpicks in the sides of each pit, evenly spaced. Fill a small glass with water, and set the pits so that the pointed end of the pit is in the water. Watch the root of the avocado grow, then replant in loose soil.

Aa

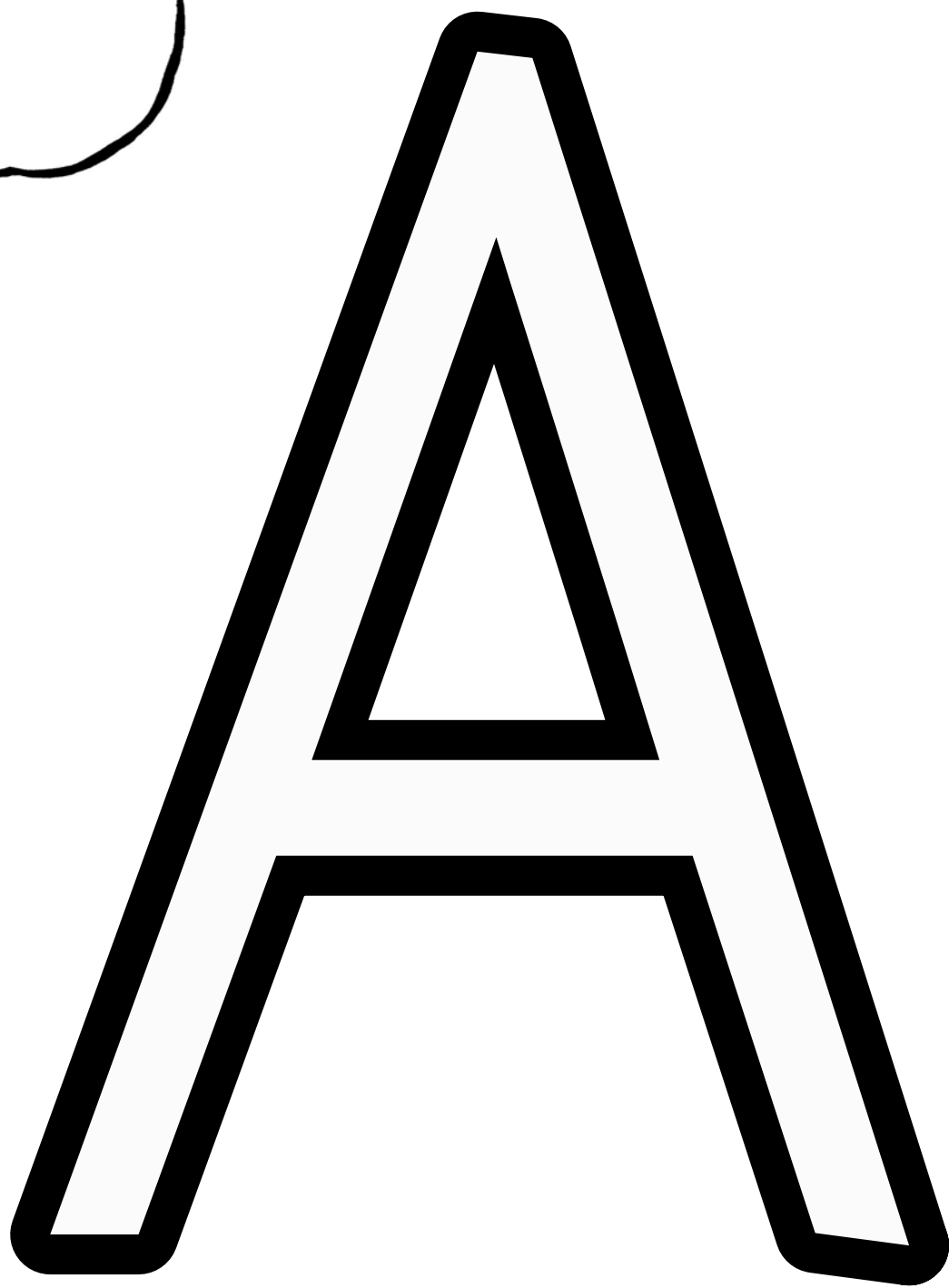
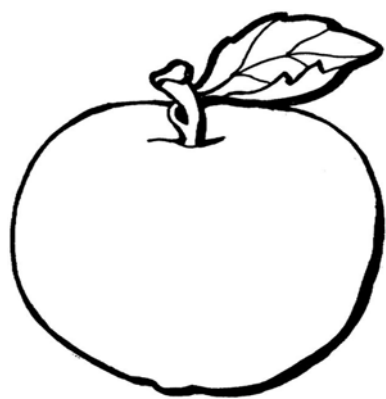


Aa

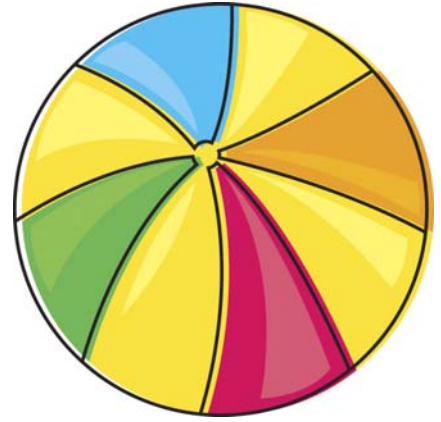




d



Bb



Information

Sound

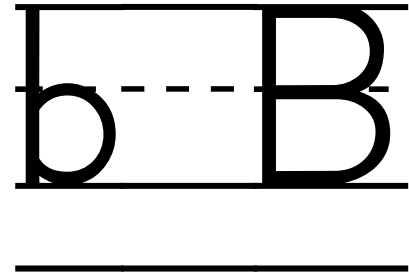
/b/ as in ball. Keep the sound very short and quick. (Not buh!) The sound is voiced.

Sound Association

the blowing bubbles sound

Letter Formation

To make the lower case b, begin at the top of the space and draw to the floor line. Begin the circle at the dotted line, at the top of the circle. Draw to the left touching the vertical line and the floor line as you make a circle.



To make the upper case B, draw the vertical line from top to bottom. Begin at the top of this line and make the top rounded part, touching the vertical line on the dotted line and then continue to make the lower rounded part, ending at the bottom of the vertical line.

As the letter 'b' is frequently reversed in reading and printing, teach it as a bat and ball. Also, the lower case 'b' is the 'B' with the upper curve erased.

Key Words:

bear, baby, bee, ball, book, boat, bike, bell, balloon, banana, boy, brother, bed, birthday, bubble, big

Story

Bruce Bear lives in a blackberry bush near the barnyard. Bruce is a big brown bear. Bruce likes to bake bread. He likes to eat beans, bananas, biscuits and berries. He loves to chew bubble gum. Bruce like to play basketball and baseball. He bounces a big blue ball in the barn.

Praise

Beautiful! The Best! Bravo!

Teaching the letter Bb and the /b/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Bb and talk about the 'big' or capital B and the 'small' or lower case b.

Discuss the sound /b/ and the fact that the sound is different from the letter name. Keep the sound short - cut it off with imaginary scissors.

Say, "B says /b/ as in 'bear'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case. Talk about making the 'bat' first and the 'ball' second.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the /b/ sound so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /b/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'B' and 'b' body letters on the floor, using several students. Have these students make the /b/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with brown and black beans (seeds or dried), buttons, bubble wrap, band-aids, balloons.

Make Tactile Letters

- Glue beans, birdseed, bows (or bow pasta), bears (teddy graham crackers or gummy bears) or buttons to letter outline.

- Cut the letter B and b from bubble wrap.

Songs and Games

"Baa, Baa, Black Sheep", "Baby Bumblebee"

Play Bingo, "Button, Button, Who's Got the Button", bowling.

Barney tape

Watch 'Beauty and the Beast' if suitable.



Art Ideas

- Build a structure with blocks.
- Make butterflies - Trace a butterfly pattern on a 12" x 18" piece of construction paper. Students cut out pattern and drip paint onto one half of the butterfly. Then fold the butterfly, press it together and open it to reveal a print that is the same on both halves. Orcut butterfly shape from two sheets of waxed paper. Students place wax crayon bits onto one sheet of the waxed paper. Using a warm iron press the two sheets together. These make lovely suncatchers. Or trace each child's hands with the fingers together and cut them out. The hands are the wings. Make a simple butterfly body between the hands and colour the butterfly.

- Make bees - The letter B could be the wings of a bee. For a big bee attach the letter B to a big blown-up balloon.

- Make thumbprint bumblebees. Have students press their thumbs onto a black ink pad and then onto a white sheet of paper. Use markers to help students draw features for the baby bumblebees.



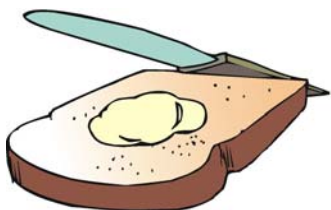
- String beads and buttons to make necklaces.
- Paint a picture with different shades of blue.
- Make blue birds with circles.....
- Make brown bears
- Make beach balls
- Make baskets
- Bubble prints - cut out or draw a very large B or b shape. Add blue food colouring to bubble liquid and blow bubbles. Catch the bubbles on the B shape and they make bubble prints. Lots of 'b' experiences in this exercise!

Food

Bread, buns, burgers, broccoli, bacon, beans, beets, beef, biscuits, blueberries, butterscotch, bananas, bagels, brownies, bologna

Make 'banana boats' - Cut a section of the banana lengthwise. Fill with either peanut butter or berries.

Make 'bunny biscuits' - Use frozen or canned biscuit mix. Give each child with two biscuits. Cut one biscuit in half to make the ears and pinch them onto the bunny's head (the full biscuit). Use raisins or nuts for the nose and eyes and coconut for the whiskers. Bake according to package directions.



Eat bread and butter

- Make butter. Put whipping cream into a jar. Pass it around the room, letting each child have a turn shaking it. When it becomes like whipped cream, add salt and a big of yellow food colouring. Keep shaking until a lump of butter appears. Rinse the butter in cold water until the water is clear and eat it on bread!

Poem

Brown bears, black bears,
Polar bears white,
Billy is my teddy bear
And Billy doesn't bite!

Other Activities

- List things that are blue. Have a 'blue' day when everyone wears blue and does blue activities.

- Make a "Big Book".

- Blow blue bubbles.

- Bounce balls.

- Make a big beautiful blue balloon.

- Bring baby pictures to school

- Blow up balloons

- Play basketball using nerf balls and a trashcan for the basketball goal.

- Make binoculars - Use two empty toilet paper rolls per child. Glue the rolls together to form binoculars. Punch holes at one end on the outside of the rolls and tie a string from one to the other so binoculars may hang around neck.

- Learn about bees

- Learn about bugs, birds

- In the gym - do exercises with beanbags, go backwards, bounce balls

- Talk about riding the bus and bus safety.

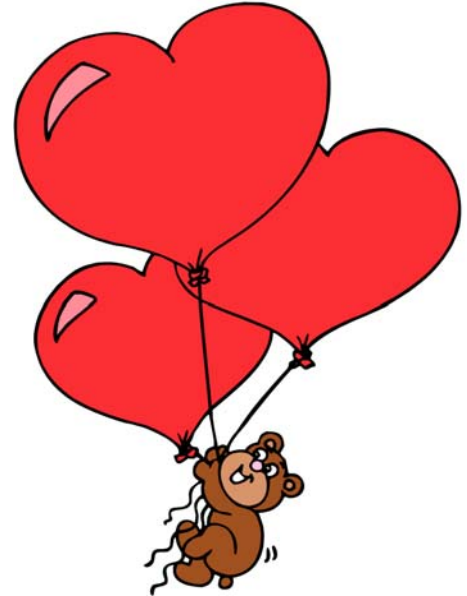
- Brainstorm things that are big, beautiful, or best.

- Have a backwards day. Wear some clothes backwards, practice walking backwards, etc.

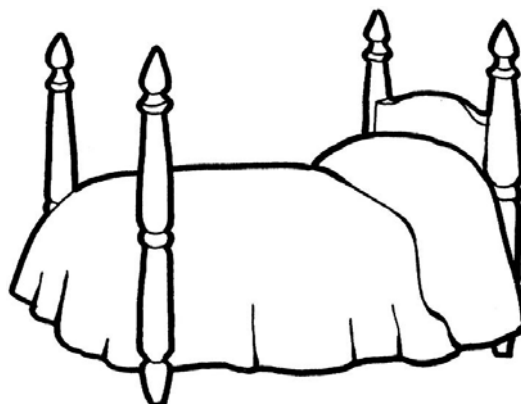
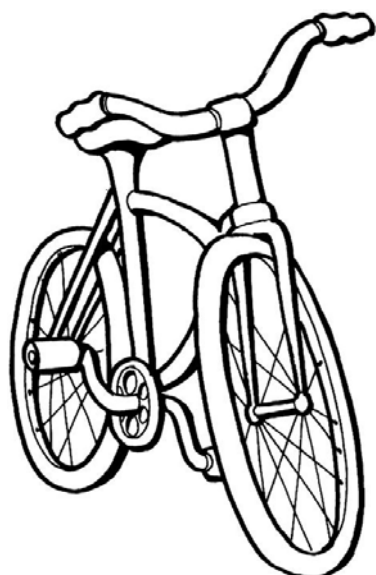
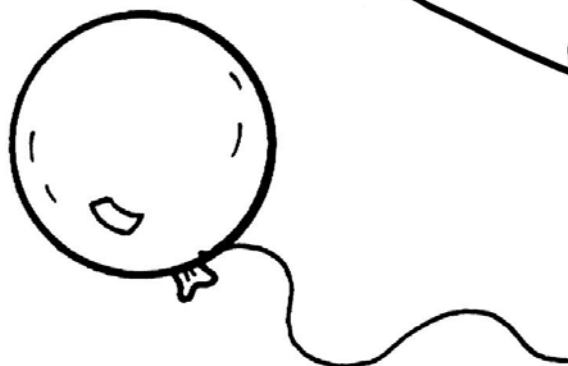
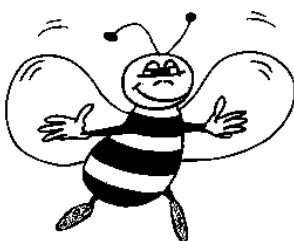
- Discuss about the life cycle of the butterfly.

- Talk about real bears and list some facts about each kind of bear. Show pictures of real bears.

And, of course, read books and more books!



Bb



Bb





b



B

C c



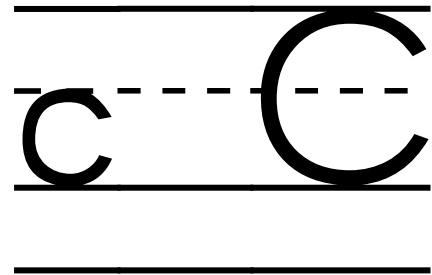
Information

Sound

/c/ as in cat. This is a short, quick sound. Not 'cuh', it is formed in the mouth with air. Unvoiced.

Letter Formation

The upper and lower case letters are made in the same manner. The children must be shown that the 'c' begins below the line and curves upwards and to the left touching the line, then touching the bottom line and upwards.



Key Words:

cat, clown, cow, castle, crown, Canada, can, cap, class, candy, candle

Praise

Commendable! Classy! C is Cool!

Poem

Sneeze, sneeze!
Cam's caught a cold.
What will make it better?
Candy will, I'm told!

Story

Cathy Camel likes cookies and candies. Cathy's cookies make crumbs on her couch, so before company comes over, Cathy uses her vacuum cleaner to clean up. She likes to count her candies and coins before going to bed. Cathy likes to drink cocoa and munch on carrots and cucumbers.

Teaching the letter Cc and the /c/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Cc and talk about the 'big' or capital C and the 'small' or lower case c.

Discuss the sound /c/ and the fact that the sound is different from the letter name.

Keep the sound short - cut it off with imaginary scissors.

Say, "C says /c/ as in 'car'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the /c/ sound so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /c/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'C' and 'c' body letters on the floor, using several students. Have these students make the /c/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Repeat: A says /a/ as in apple, B says /b/ as in ball. C says /c/ as in car

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with cotton balls, crayons, cornmeal, bottle caps, corduroy, corrugated cardboard.

Decorate a box with the letter C. Inside the box place items that start with C such as: camera, can, card, candle, corn, car, canoe, carrot, coat, comb, cookies, cotton, cat.

Make Tactile Letters

Glue cotton balls, candy corn or cornmeal to letter outlines. If clover is in season have the children pick some and glue them onto a large C.

Songs and Games

Play cards.

Do calisthenics.

Play catch.

Play 'Kick the can' outdoors. Don't mention that 'kick' isn't a 'c' word!

Crawl.

Play 'copycat' - follow a leader doing body motions.



Who Stole the Cookie? (If you don't like the word 'stole', change it to 'took'.) Chant this to exaggerated rhythm. For Kindergarten children, it is easier if the order of children follows around the circle.

Leader: Who stole the cookie from the cookie jar?

Mary (for example) stole the cookie from the cookie jar.

Mary: Who me?

Class: Yes, you.

Mary: Couldn't be.

Class: Then who?

Mary: Peter stole the cookie from the cookie jar.

Peter: Who me?

Class: Yes, you.

etc.



Sing the Sesame Street song, 'C is for Cookie'

Food

Cake, cookies, candy, caramel, carrots, cabbage, coconut, corn, cornmeal, cranberries, cucumber, crackers, cornbread, cantaloupe, cupcakes

- Bring in a coconut, open it and give each child a piece of the meat.
- Make Chocolate Chip Cookies.
- Eat corn on the cob.
- Have a 'c' salad - carrots, cucumbers, cabbage and cauliflower.
- Make cupcakes. Decorate with a 'c' on top with icing. Add a candle.
- Make carrot cake.
- Make cookies, and cut with cookie cutters.

Art Ideas

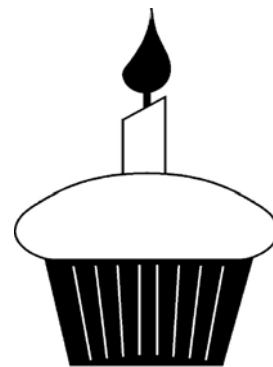
- Make a collage or cars or other 'c' pictures.
- Colour a picture, with crayons, of course.
- Find /c/ pictures in a catalogue.
- Make caterpillars.
- Use cookie cutters as tracers.

- Make paper candles. Use toilet-paper tubes for the candle. The children paint the tubes with tempera and they then stuff red, orange and yellow tissue paper in the top of the tubes for the flame. Glue a strip of construction paper around the base for the candle holders.

- Make a candy cane with pipe cleaners - use one white and one red - twist the pipe cleaners to make a striped stem. Bend them into a candy cane shape.

- Cut real carrots into pieces. Use the ends to stamp - dip in orange tempera and print to make a letter C.

- Model clay into shape of letter C and to make pictures of 'c' objects.

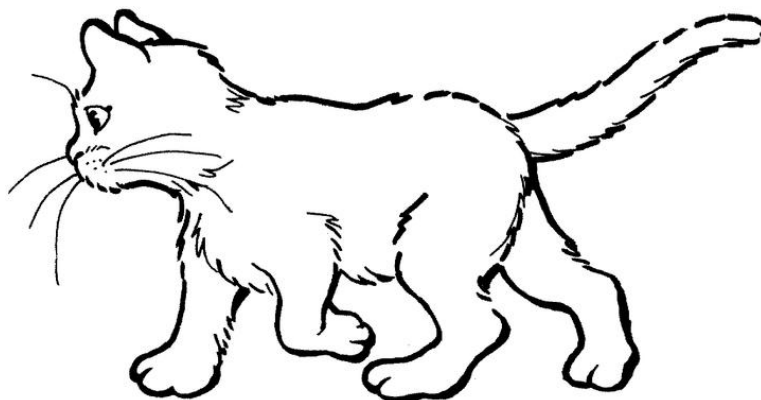
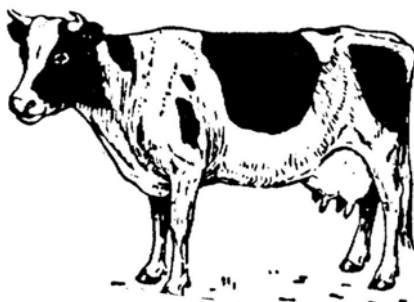
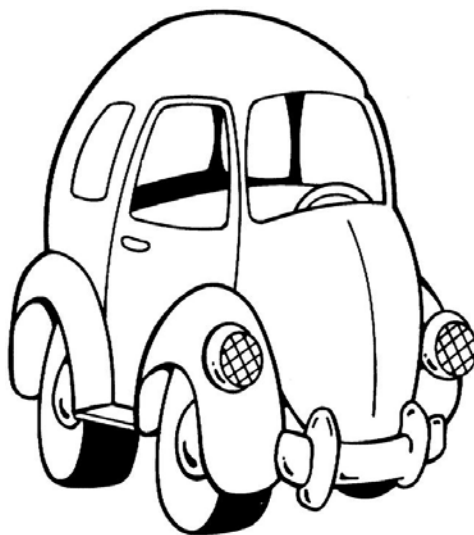


Other Activities

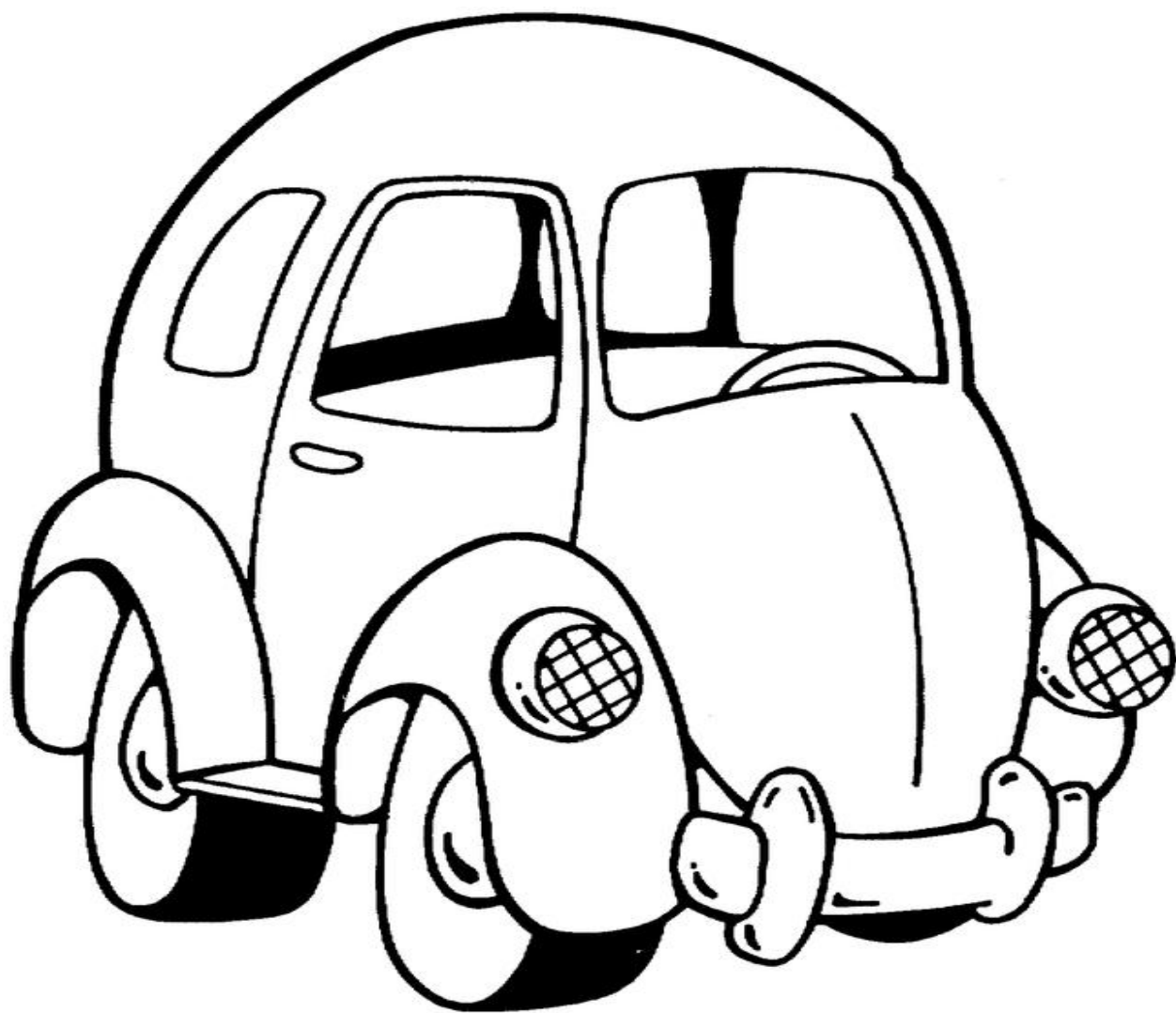


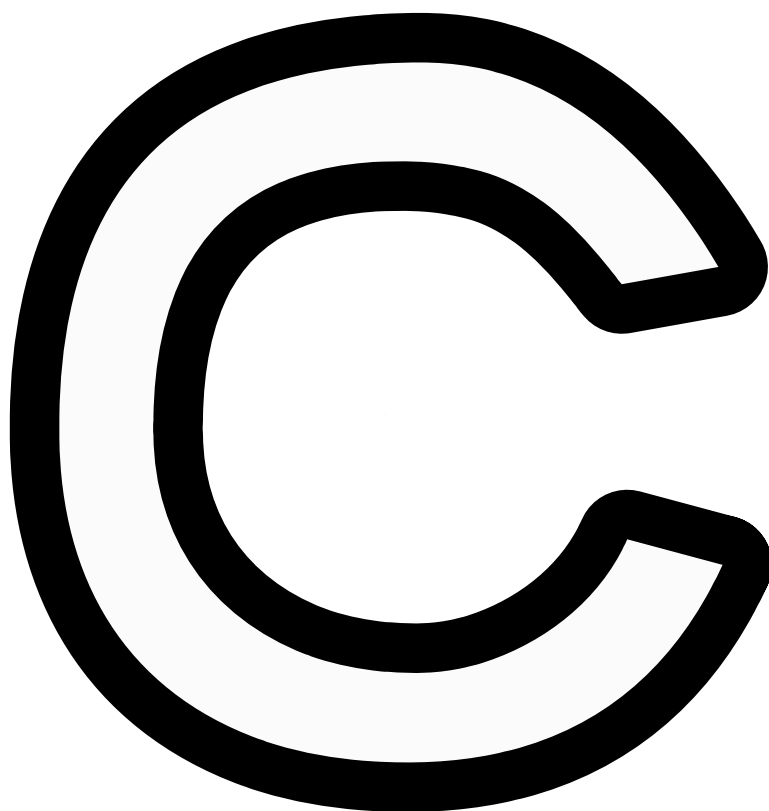
- Learn about cats.
- Talk about caring, and list things you care about.
- Graph favourite cakes and cookies.
- Make a mural of our class.
- Build a fairytale castle.
- Make paper clocks with paper plates - attach construction paper hands with metal brads. Practice telling time.
- Cut 'c' items out of a catalogue. Glue them on construction paper.
- Have the children colour, cut out, and clip 'C' objects and/or pictures to a clothesline stretched across the room. Use wooden clothespins.
- Brainstorm cold things.
- Make a castle from boxes, paper towel and toilet paper rolls or blocks.
- Learn about coins.
- Taste raw and cooked carrots and ask how they are alike and different. Take a survey of which they like best and graph the results.
- learn about clouds. Look at cloud patterns and imagine animals or other objects in the cloud shapes.
- Remind the children that 'calendar' is a 'c' word.
- Grow a carrot. Cut the green leaves and stems close to the carrot top and the carrot about 1/2" from the top. Place in a shallow dish of water.
- 'Clean' is a 'c' word! Keep the classroom clean this week.
- Learn the colours of the rainbow. Graph favourite colours.
- Work on the computer.
- Make a cave using a large packing box, a tent or put a blanket over a table.

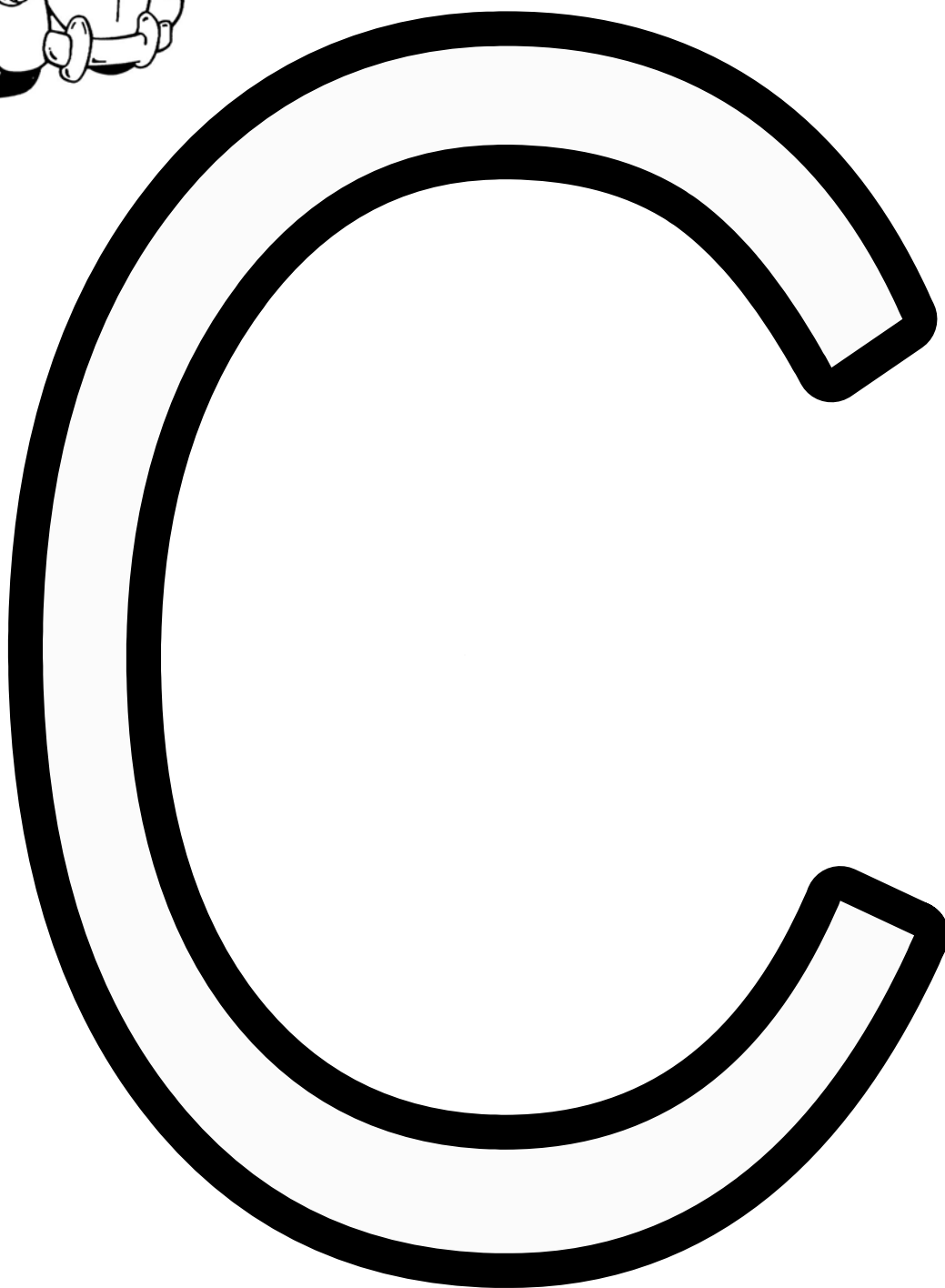
Cc



Cc







D d



Information

Sound

/d/ as in dog. Keep the sound short and quick - not 'duh'! Use imaginary scissors in front of the mouth to 'cut' the sound short. The /d/ sound is voiced.

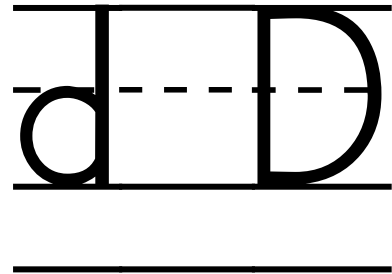
Sound Association

the drip-drop sound, or the sound of a drum

Letter Formation

To make the lower case 'd', make the circle first beginning at the top of the circle and drawing to the left, touching the middle and bottom lines. Then make the vertical line from top to bottom, just touching the edge of the circle.

This is a letter that children tend to reverse, so teach ways to differentiate the 'd' from the 'b'. You can say, "Around the driveway and down the road" or some other saying like "Doughnut and door" so the children know to make the circle first.



Key Words:

Dad, dog, drum, dinosaur, duck, dragon, dollar, dish, dance, doctor, doll, daisy, dentist, deer

Story

Dipsy Dog is dirty. He plays in the dirt, dust and mud puddles. He lives in a doghouse by the driveway. He gets dizzy when he digs in the dirt all day. He likes to dig deep holes in the dirt. Dipsy likes to eat doughnuts but he doesn't like dried peas. He likes to study dinosaurs.

Praise

Definitely _____! Delicious! Delightful!

Teaching the letter Dd and the /d/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Dd and talk about the 'big' or capital D and the 'small' or lower case d.

Discuss the sound /d/ and the fact that the sound is different from the letter name.

Keep the sound short - cut it off with imaginary scissors.

Say, "D says /d/ as in 'dog'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /d/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /d/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'D' and 'd' body letters on the floor, using several students. Have these students make the /d/ sound.

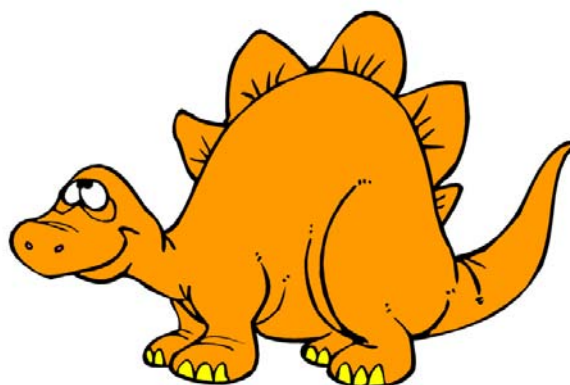
At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with plastic dinosaurs, dots, dominos, dishes, dolls.



Make Tactile Letters

Glue dots to the letter outline. You can also use dinosaur stickers or stamps.

Songs and Games

- Duck, Duck, Goose
- Play 'Pin the Tail on the Donkey'
- duck walk
- Play simple games with dominoes.
- Play Dodge Ball.

Art Ideas

- Make a dinosaur diorama.
- Make daisies and/or daffodils.
- Design drums.
- Dress dolls - make a doll and make paper clothes to fit.
- Work with diamond shapes to make pictures.
- Draw big d's on coloured construction paper and daub dots with q-tips.
- Make a collage of pictures of dogs cut from magazines.
- Make daisies. Cut petals and put a picture of something beginning with /d/ on each.
- Make and play with paper dolls.
- Decorate desks - cut pictures of /d/ objects from magazines and place on the desk top. Cover with a sheet of clear contact paper.

Food

Dips, dates, denver sandwiches, desserts, deviled eggs, doughnuts

Make 'Dirt Dessert' - Sprinkle chocolate shavings or granola on top of vanilla pudding or yoghurt.

Poem

Don, the dog, is dirty.
He digs dust all day.
Does Don's Dad get angry?
No, Dad comes to play.



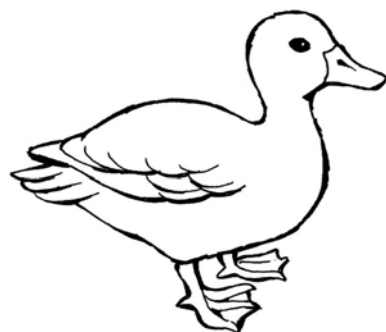
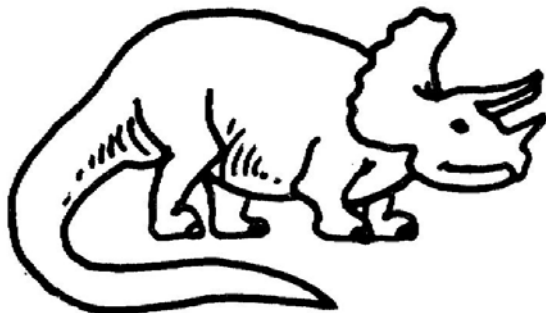
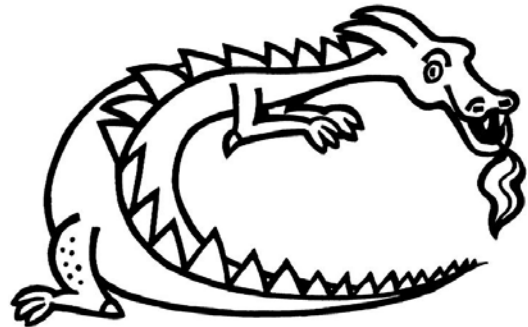
Other Activities

- Learn about dinosaurs.
- Talk about the doctor and the dentist.
- Visit a dentist's office.
- Visit a doctor's office.
- Graph favourite dogs.
- Learn the word 'dozen'. Count out a dozen /d/ objects.
- Describe _____.
- Learn a dance.
- Learn about dimes. Use a dime stamp and learn about the pictures on dimes.
- Bring things from home that begin with 'd'. Share the objects.

- Play a 'Feed the Dog' game. Put out 'dog dishes' or bowls. Number the dishes , and the children place the correct number of dog bones in each dish.
- Show the movie '101 Dalmations' if suitable. Count the dots on dalmations.
- Play 'What's in the Drawer?' by having an object beginning with /d/ in a closed drawer and the children try to guess what it is - only /d/ words, of course.
- Talk about family dogs.
- If it is the appropriate time of year, gather dandelion flowers or blow the seeds.
- Play drums with music.



Dd

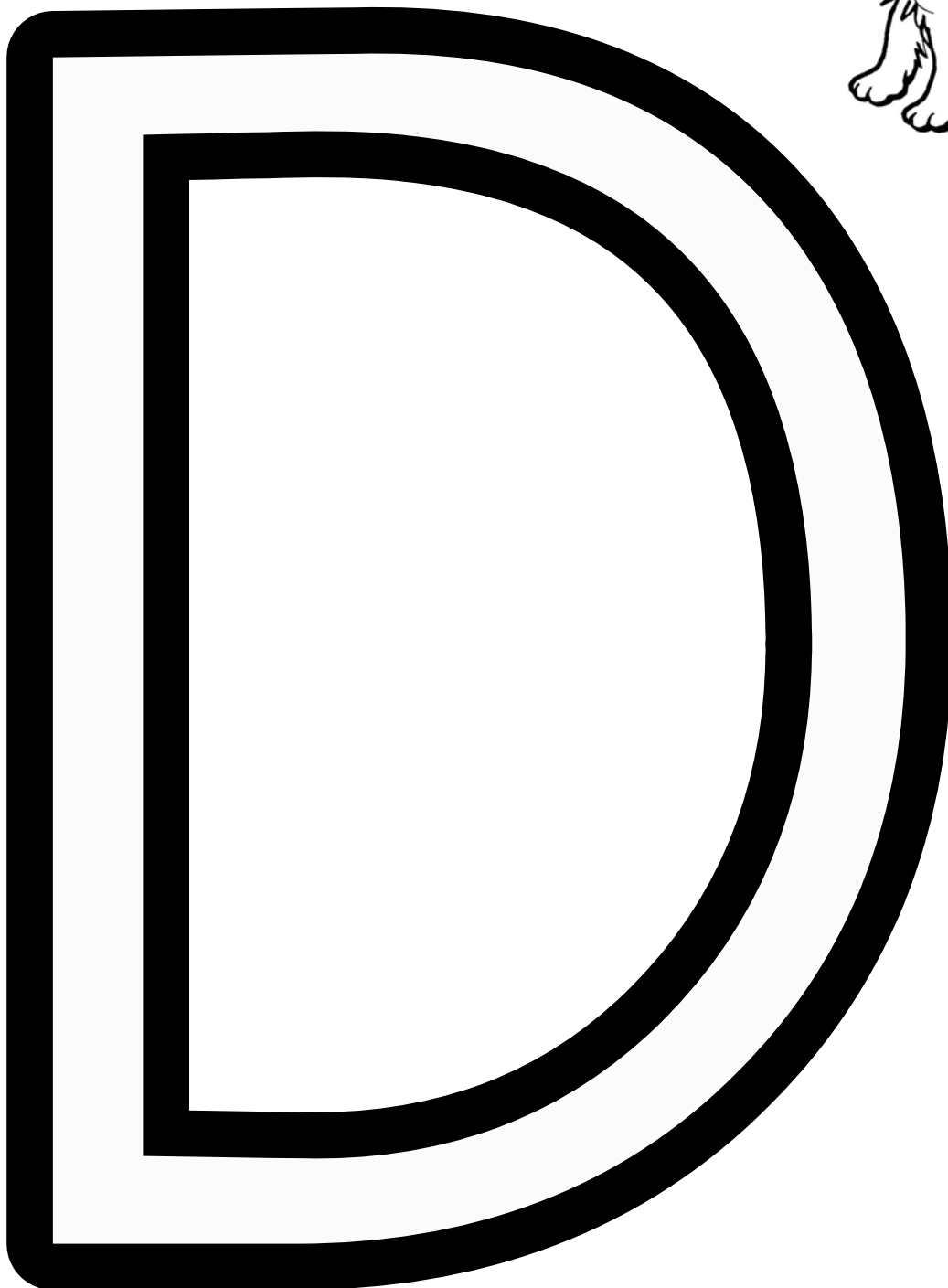


Dd

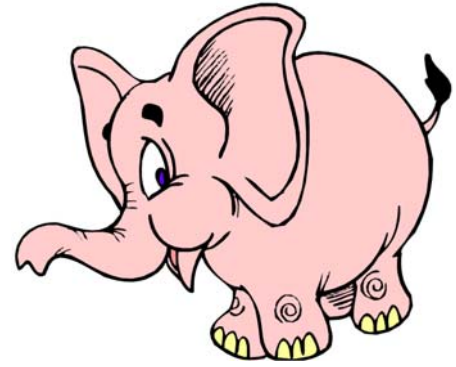




d



E e



Information

Hand Motion

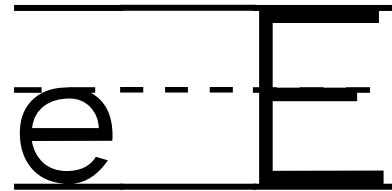
Put the thumb to one side of the mouth and the pointer finger to the other side and press upwards lifting the corners of the mouth.

Sound

/e/ as in elephant. This is the hardest sound for the children to say and to remember, and it is easily confused with /i/. Make sure it is said correctly.

Letter Formation

The lower case 'e' is started in the middle of the space. A straight line is drawn to the right, it is stopped and then the rounded part (part of a circle or oval) is drawn touching the middle and bottom lines.



The capital 'E' is made by making the vertical line first, from top to bottom. Then the three horizontal lines are drawn from it to the right, the top line first and then the center one and lastly the bottom horizontal line.

Key Words:

elephant, elk, exit, elbow, egg, elf, envelope, exercise, elevator, Elmo, engine, empty

Story

Ellie Elephant loves to go in an elevator. She thinks it is exciting! Ellie goes to the gym to exercise every day, and when she is finished she goes out the exit. Eric the Elk exercises with her. Then Ellie and Eric go out and eat eggs and elbow macaroni. Eggs are excellent!

Praise

Excellent! Exciting!

Teaching the letter Ee and the /e/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Ee and talk about the 'big' or capital E and the 'small' or lower case e.

Discuss the vowels and that 'e' is a vowel.

Discuss the sound /e/ and the fact that the sound is different from the letter name. /e/ is difficult to say - make sure the children are making the sound correctly. If you use the word 'egg' be careful that the children aren't pronouncing it 'aig'.

Say, "e says /e/ as in 'elephant'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /e/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /e/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'E' and 'e' body letters on the floor, using several students. Have these students make the /e/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with eggshells, elbow macaroni, envelopes. Make sure the objects begin with the short /e/ sound. (Earrings, eyes, elastic are not correct!)

Make Tactile Letters

Glue crushed eggshells to the letter outlines.

Songs and Games

- Do exercises.
- Sing 'Elmo's Song'
- Sing 'The Elephant Song' (*Sharon, Lois, and Bram*)
- Walk like an elephant.



One Little Elephant

One little elephant went out to play, *(Make an elephant trunk with your arm out in front of your face)*

Out on a spider's web one day. *(Pretend to walk carefully on a spider's web)*

He had such enormous fun,

That he called for another elephant to come! *(Motion for the others to join)*

Too many elephants! There goes the web! *(Say loudly, everyone fall down.)*

Food

Eggs, eggplant, enchiladas, eggnog

Make egg salad sandwiches, devilled eggs, scrambled eggs, elbow macaroni.

Art Ideas

- Glue dyed eggshells to a picture. 'Paint' glue on part of the picture and drop broken eggshell pieces on.
- Dye eggs.
- Decorate envelopes and address them.
- Make caterpillars or worms from egg cartons.
- Make an elephant hand puppet.
- Decorate egg shapes or cut them out of coloured or fancy paper.
- Make Elmo - Draw the outline of Elmo's head and then tear and glue on red paper so it looks like his fur. Add the features.
- Do a picture with elbow macaroni.

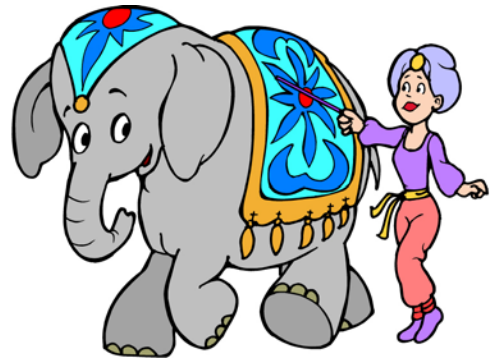
Poem

Ed is an elephant.

Ed likes to eat

Ham and three eggs

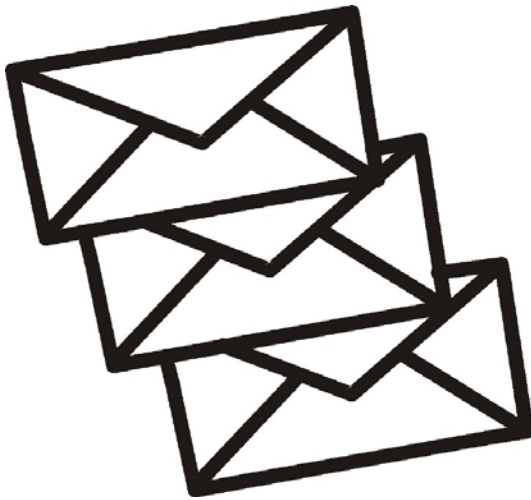
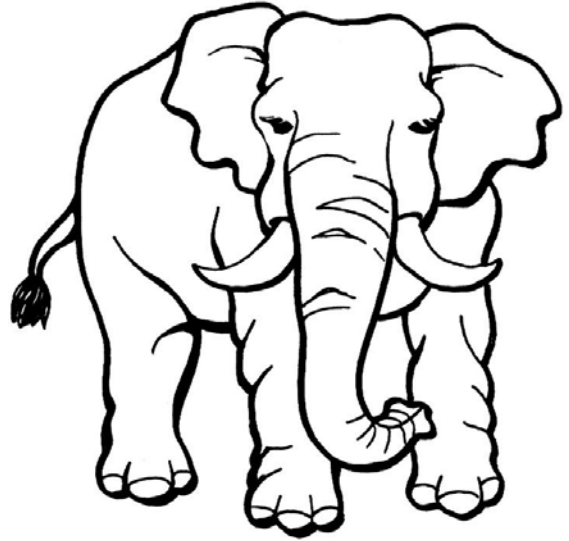
Every day for a treat!



Other Activities

- Learn about elephants.
- Do some estimating - put some elbow macaroni in a jar and estimate the number.
- Hatch eggs.
- Brainstorm things you enjoy.
- Read 'Green Eggs and Ham'
- Use the plastic Easter eggs to do counting. Use egg cartons.
- Read 'The Elves and the Shoemaker' and 'The Little Engine That Could'.
- brainstorm things that could be empty.
- Send letters in envelopes.
- Can everyone touch their elbow? Wave your elbow in the air.
- Cut out large letter 'E' shapes. Stamp lower case 'e's' on the capital 'E', making the sound.

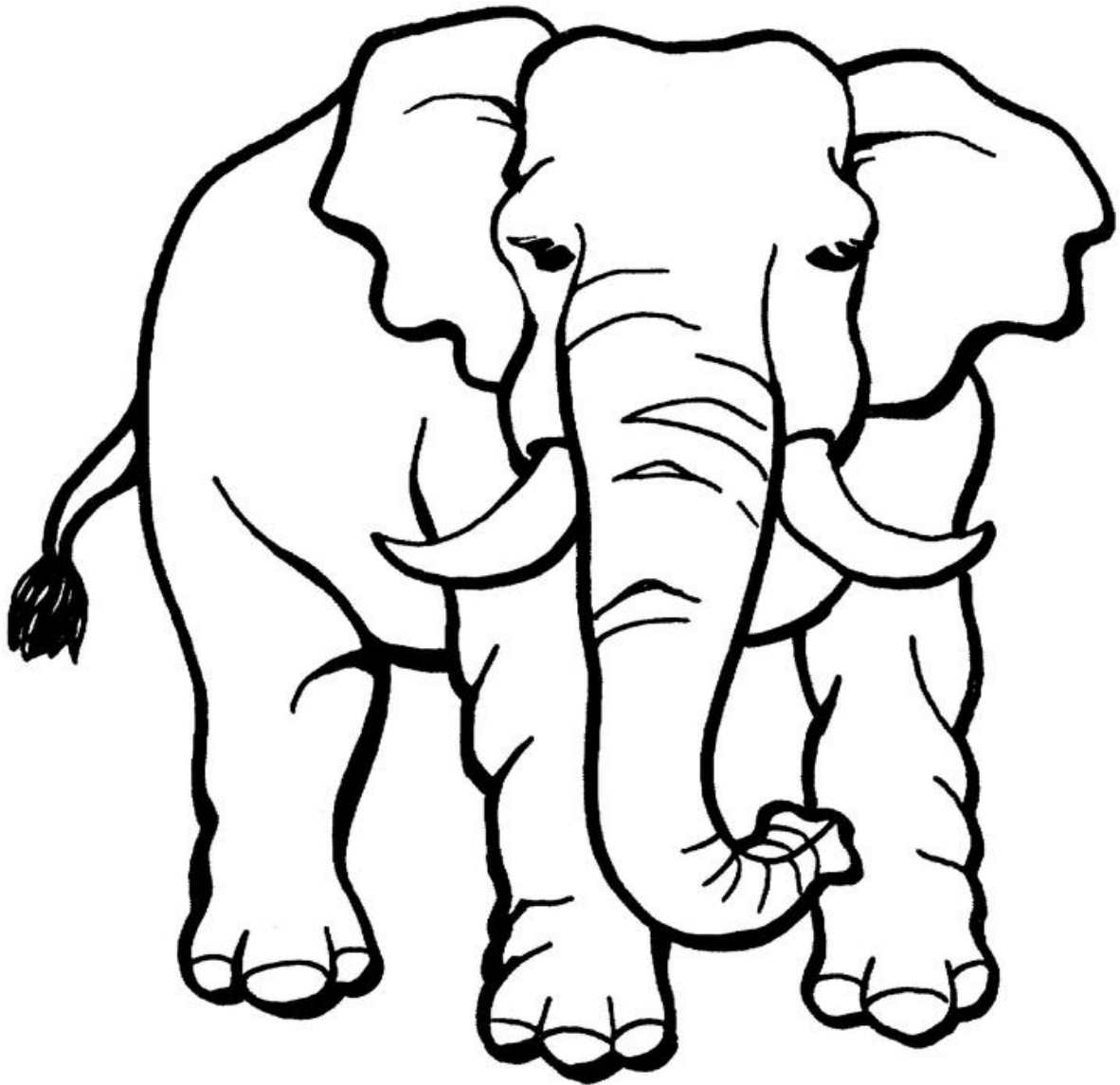
Ee

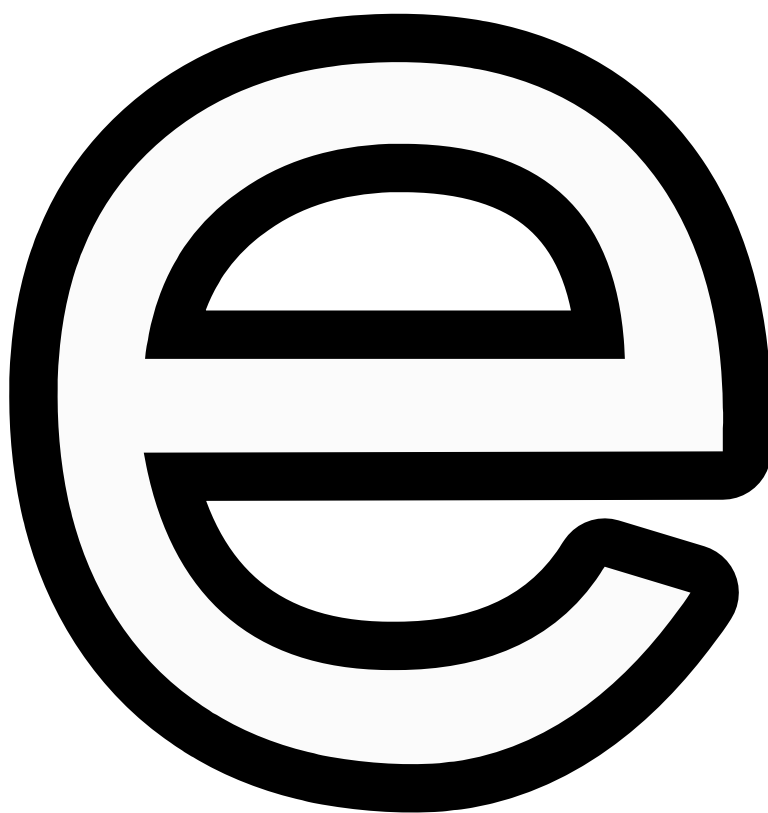
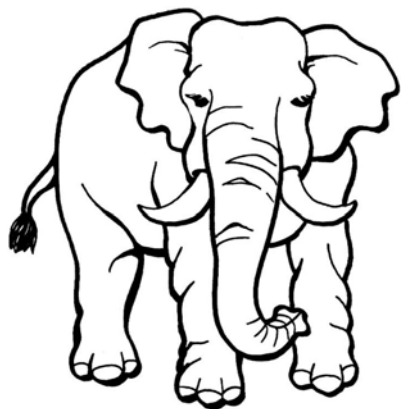


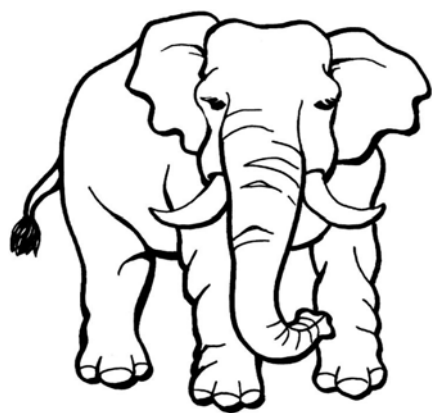
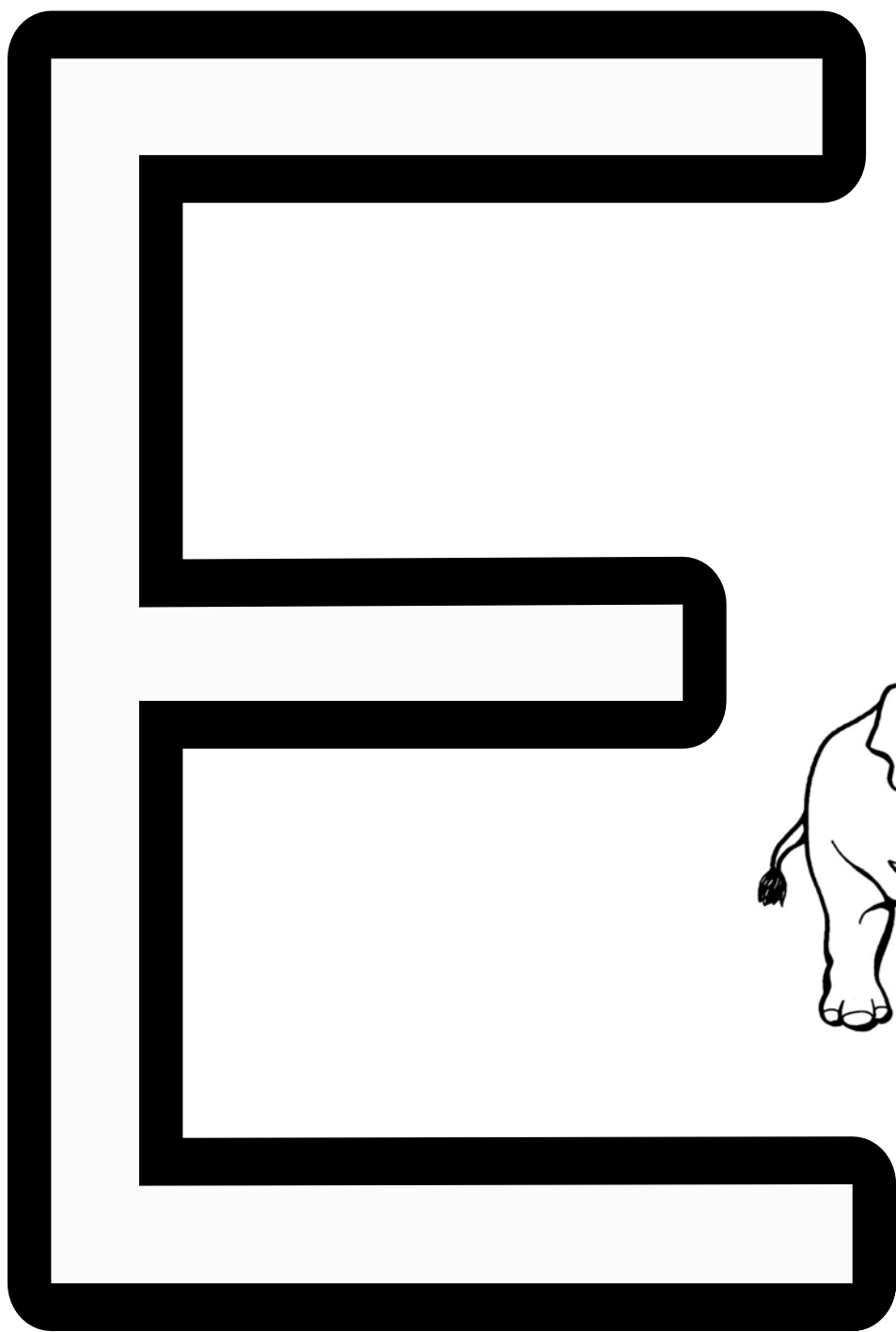
EXIT



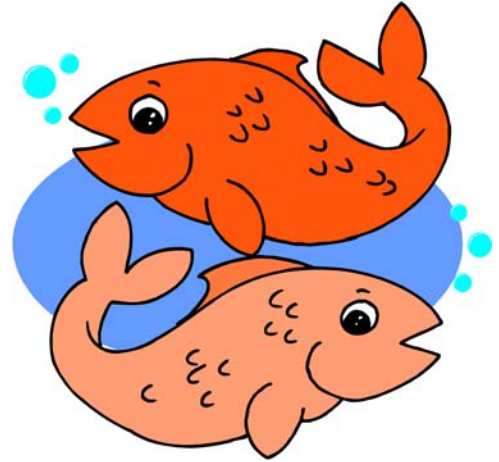
Ee







F f



Information

Sound

/f/ as in fish. Place your top teeth on the lower lip and blow. Unvoiced.

Sound Association

the angry kitten sound

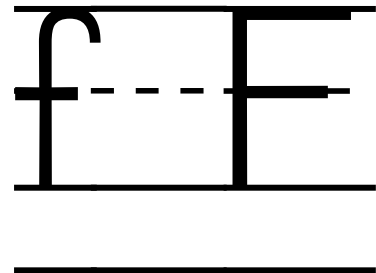
The Angry Kitten

Stick up your back,
Fluff up your tail,
Stick out your whiskers,
Meow and wail,
Say, "F, f, f, f!"

Letter Formation

To make the lower case f, begin below the top line, curve up and to the left, touch the top line and then make a straight line down to the floor. Make a small horizontal line on the center line from left to right.

The capital F is made like the E. Draw the vertical line first, top to bottom. Then put on the horizontal lines, from left to right.



Key Words:

fish, four, five, flag, fairy, fan, friend, father, feather, foot, funny, forest, fire, farm, fence, fig, fork, fox, frog, fur

Story

Fanny Fish has no feet so she swims with her fins to see her friend Freddy Frog. Both friends have freckles. Freddy has five fat spots on one side and four fat spots on the other. Fanny's family lives in a pond on a farm. Their favourite food is flapjacks. Freddy's favourite food is flies. When Fanny and Freddy play they do funny flip-flops in the water.

Praise

Fabulous! Fantastic!

Teaching the letter Ff and the /f/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Ff and talk about the 'big' or capital F and the 'small' or lower case f.

Discuss the sound /f/ and the fact that the sound is different from the letter name.

Say, "F says /f/ as in 'fish'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /f/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /f/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'F' and 'f' body letters on the floor, using several students. Have these students make the /f/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with foil, fingerprints, feathers, fabric.

Make Tactile Letters

Glue feathers to letter outline.

Paint an 'f' with glue. Sprinkle sand over it.

Songs and Games

"Farmer in the Dell"

"Frère Jacques"

Play with frisbees.

Play 'Follow the Leader'.



Art Ideas

- Draw fish, and then fill them with fingerprints or bits of coloured tissue paper for scales.
- Fingerprint.
- Make fossils with plaster of paris.
- Make figures from footprints.
- Make a fabric collage.
- Make a fan. Fold a piece of paper accordion-style. Tape or staple the bottom together.
- Make jumping frogs. Begin with a green circle of construction paper and fold unequally so the front 'half' is shorter. Add two white half ovals for eyes on the top of the fold and glue behind the fold. Add a dot in the middle of each eye. Glue an oval shape to the underside of the top flap (the one you folded down) for a tongue. Add green accordion strips for legs.
- Make butterflies. Have each child stand on a piece of paper with feet slightly apart. Trace around each foot to make 'butterfly wings'. Draw a long oval between the 'wings' and add antennae. Decorate with crayons, markers, paint, or sprinkle with glitter.
- Paint with feathers.
- Fingerprint papers and then fold to make fancy fans.
- Make frames for a picture of a fish.
- Make a feet mural - the children step in different colours of paint and walk across the mural paper. Good to do outside, with a pan of water to wash the feet after.

Food - 'Food' begins with /f/!

Fish, figs, frankfurters, fruit, fudge, fruit salad, french fries, fish fingers, french toast, fruitcake, frankfurters

- Make a fantastic funny feast! Have frog legs (chicken wings), french fries, frankfurters, fruit and fudge.
- have finger foods

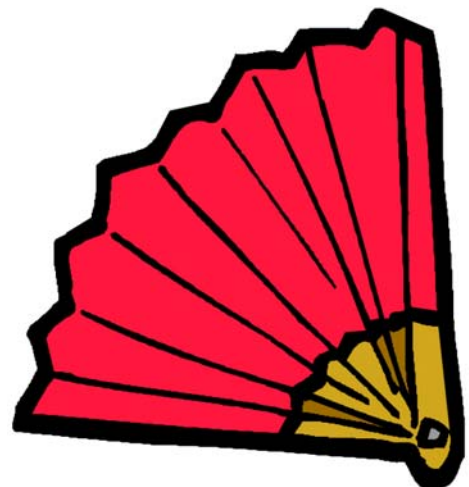
Poem

Fran is a frog.
She is fairly fat.
She eats forty flies
Wouldn't you like that?

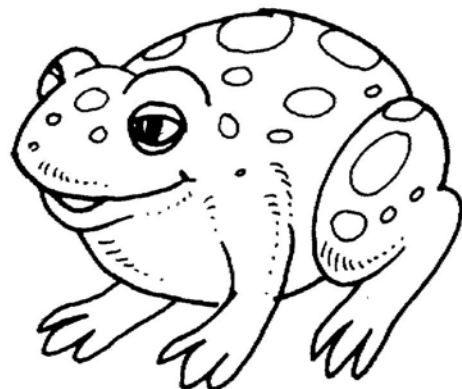
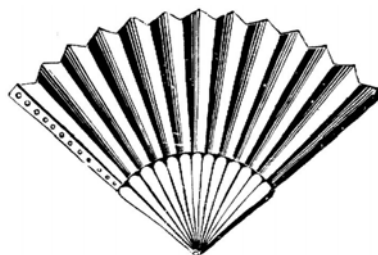
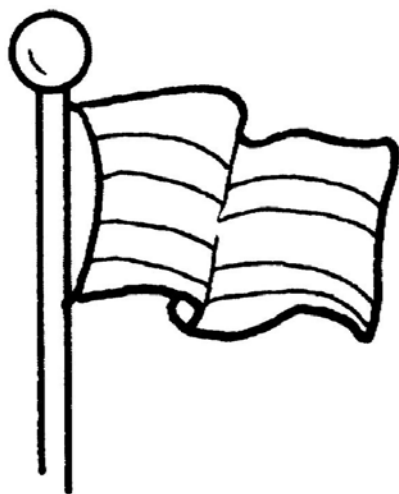
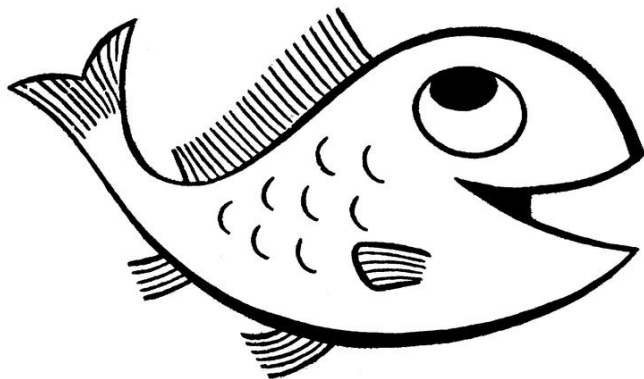


Other Ideas

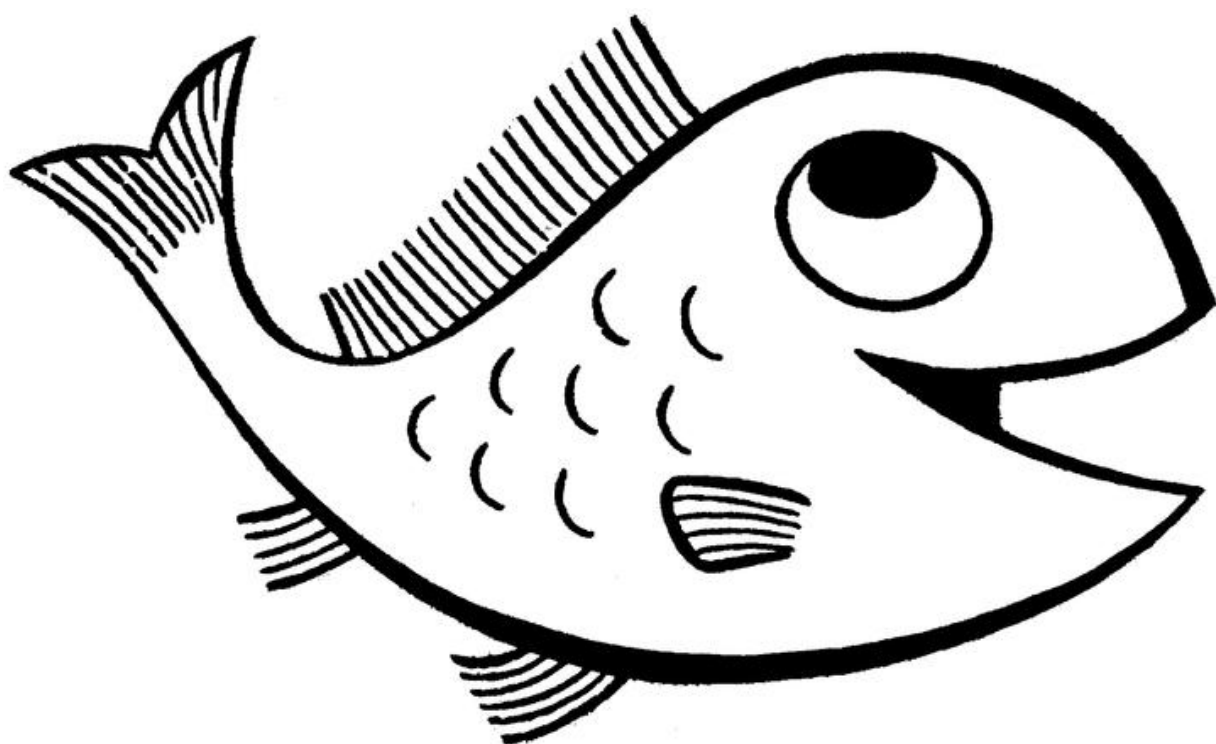
- Use the flannelboard.
- Learn about fish.
- Visit a farm or a fire station.
- Talk about friends and brainstorm the things a good friend does.
- Discuss favourite things.
- Go fishing - attach string to a pole and a magnet to the end of the string. Put a paper clip on 'f' pictures and fish!
- Learn about the Canadian flag.
- Make the numbers 4 and 5 on the outline of an 'f'.
- Make funny faces!
- Discuss feelings: happy, sad, angry, scared, etc.
- Show pictures of animals and birds. Do they have feathers or fur? Explain to children about animals having feathers or fur.
- Learn simple fractions.
- Is it hot? Fan yourself!

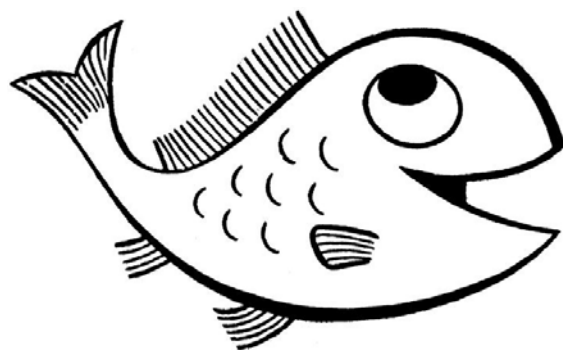
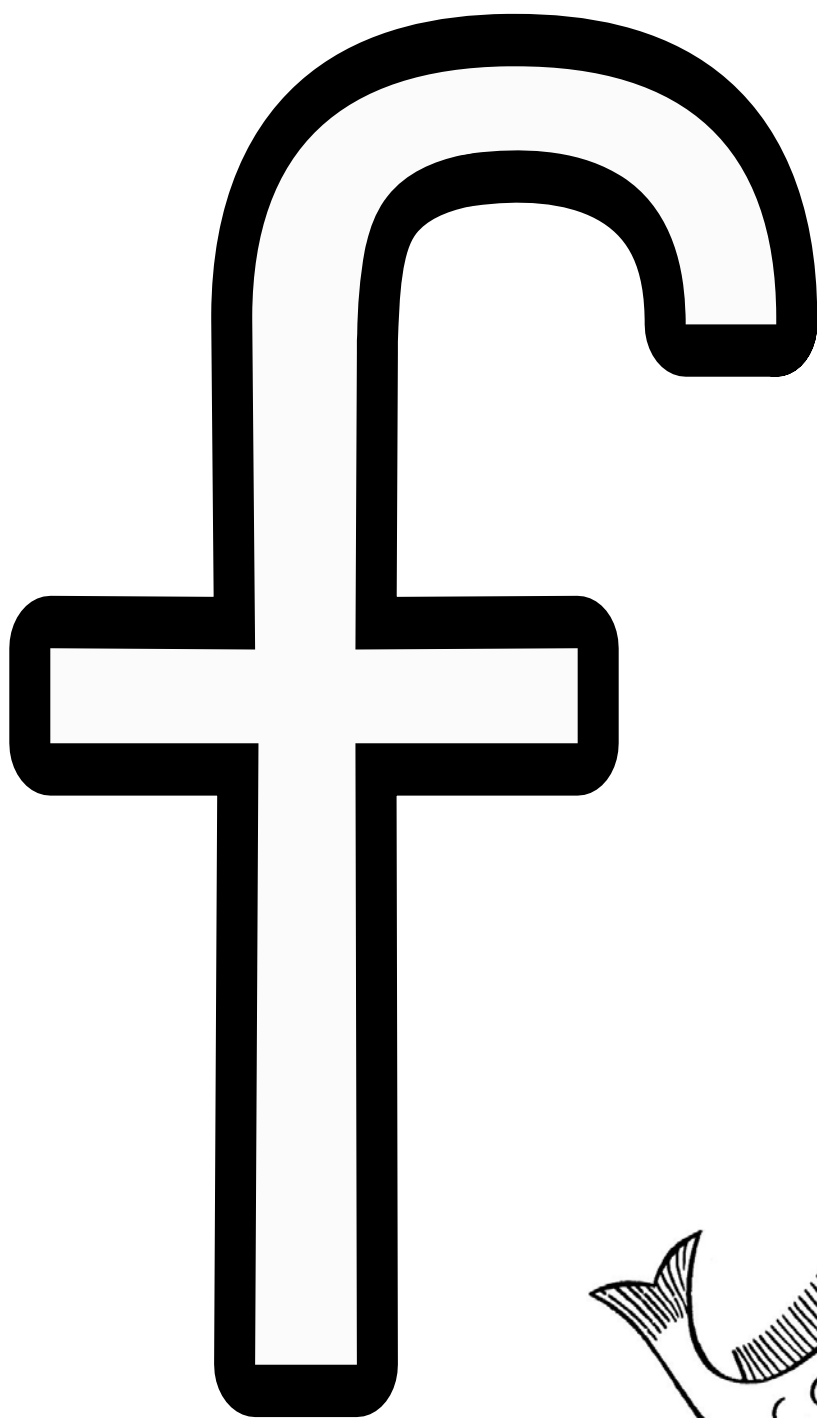


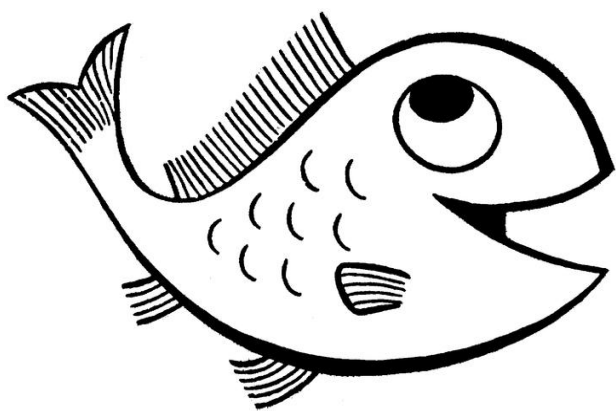
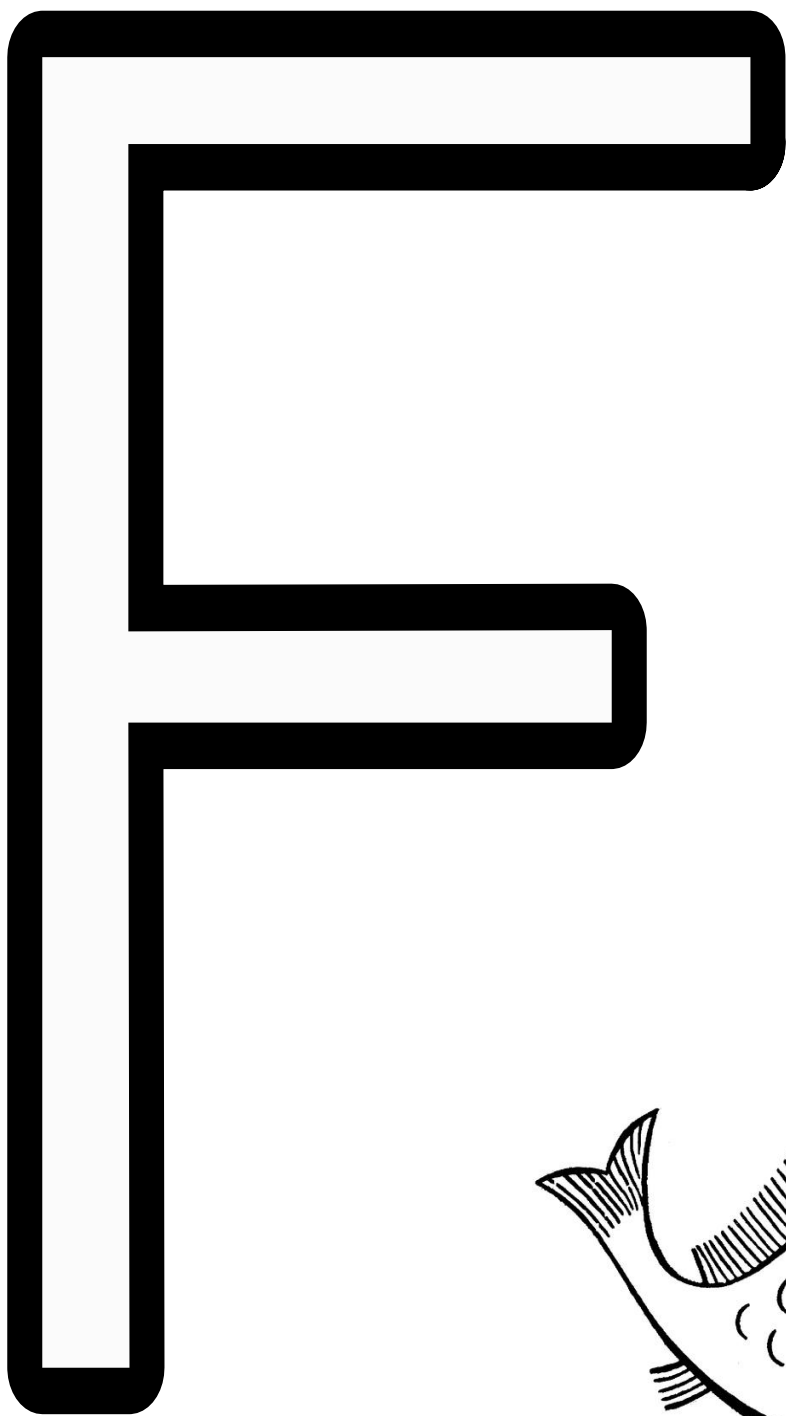
Ff



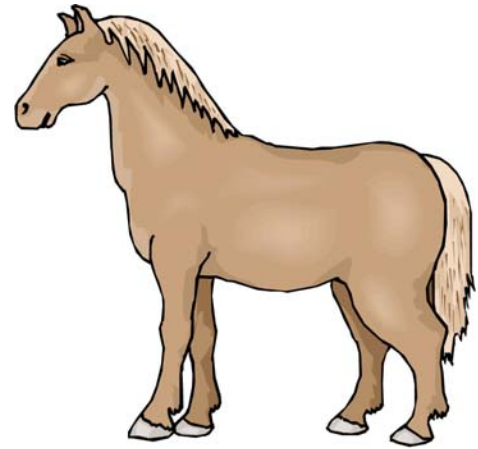
Ff







Hh



Information

Sound

/h/ as in honey. /h/ is a puff of air from the lungs with the mouth open, not 'huh'.
Unvoiced.

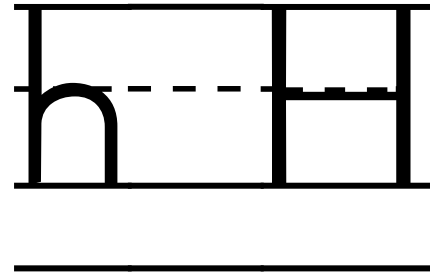
Sound Association

a panting puppy - he is hot "h - h - h - h - h"

Letter Formation

The lower case 'h' is made without lifting the pencil. Begin at the top of the vertical line, go down to the floor and stop, go back up the same line and over a hill that touches the center line and straight down.

The upper case H begins with the left vertical line from top to bottom, and then the right vertical line also from top to bottom. The center line is then made from left to right.



Key Words:

hat, hotdog, house, horse, hamburger, ham, home, hill, heart, hole, Hallowe'en honey, hair, hands, hiccups, happy, hedgehog

Story

Happy Hippo is heavy and hot. He does not like to play hide-and-seek or hopscotch when it is hot. Happy has a new hat. It has holes in it for his two ears. Happy likes to eat hotdogs, hash browns and hamburgers. He likes to listen to his friend Harry Horse play the harmonica.

Praise

Heavenly! That makes me happy! High five!

Teaching the letter Hh and the /h/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Hh and talk about the 'big' or capital H and the 'small' or lower case h.

Discuss the sound /h/ and the fact that the sound is different from the letter name. Say, "h says /h/ as in 'horse'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /h/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /h/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'H' and 'h' body letters on the floor, using several students. Have these students make the /h/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with paper hearts or candy hearts. Feel hair and hands.

Make Tactile Letters

Glue holes from a hole punch or paper hearts onto the letter outline.

Songs and Games

"Hokey Pokey"

"If You're Happy and You Know It"

"Home on the Range"

Play hopscotch, hide and go seek, hot potato.

Practice hopping on one foot and two feet.

Play horseshoes.

Use hula hoops in the gym.

Play 'Heads Up/Seven Up'



Poem

Hal is a horse.
He has to hurry.
The sun is so hot
And he is so furry.

Art Ideas

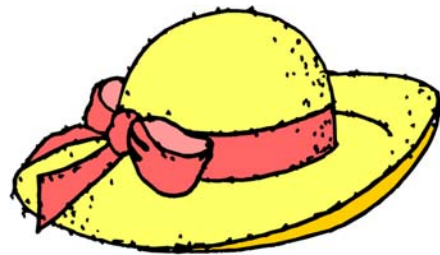
- Cut out hands and paste them to form a tree, paste them onto a large letter H, etc.
- Learn to cut out hearts.
- Decorate hats. Make hats or headbands and decorate them with pictures or stickers of things beginning with h.
- Have students trace and cut out their hands, and do hand art. Hands will make reindeer antlers, angel wings, chicks, bunnies, turkeys, and butterflies. There is a calendar with handprint art for every month of the year.
- Make hobby horses - make a horse head outline and glue it to a Christmas paper tube. You can add wool for the mane.

Food

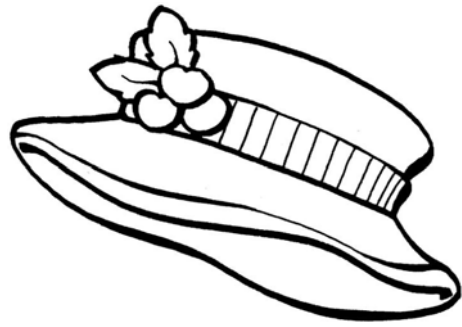
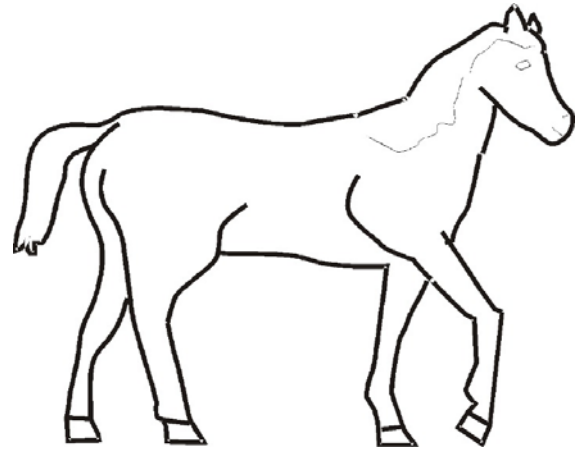
- ham, hamburgers, honey, doughnut holes, hotdogs, honeydew melon
- Make a meal of hamburgers or hotdogs, with honeydew melon for dessert.
 - Make a happy hamburger by putting a happy face on it with mustard or ketchup.

Other Activities

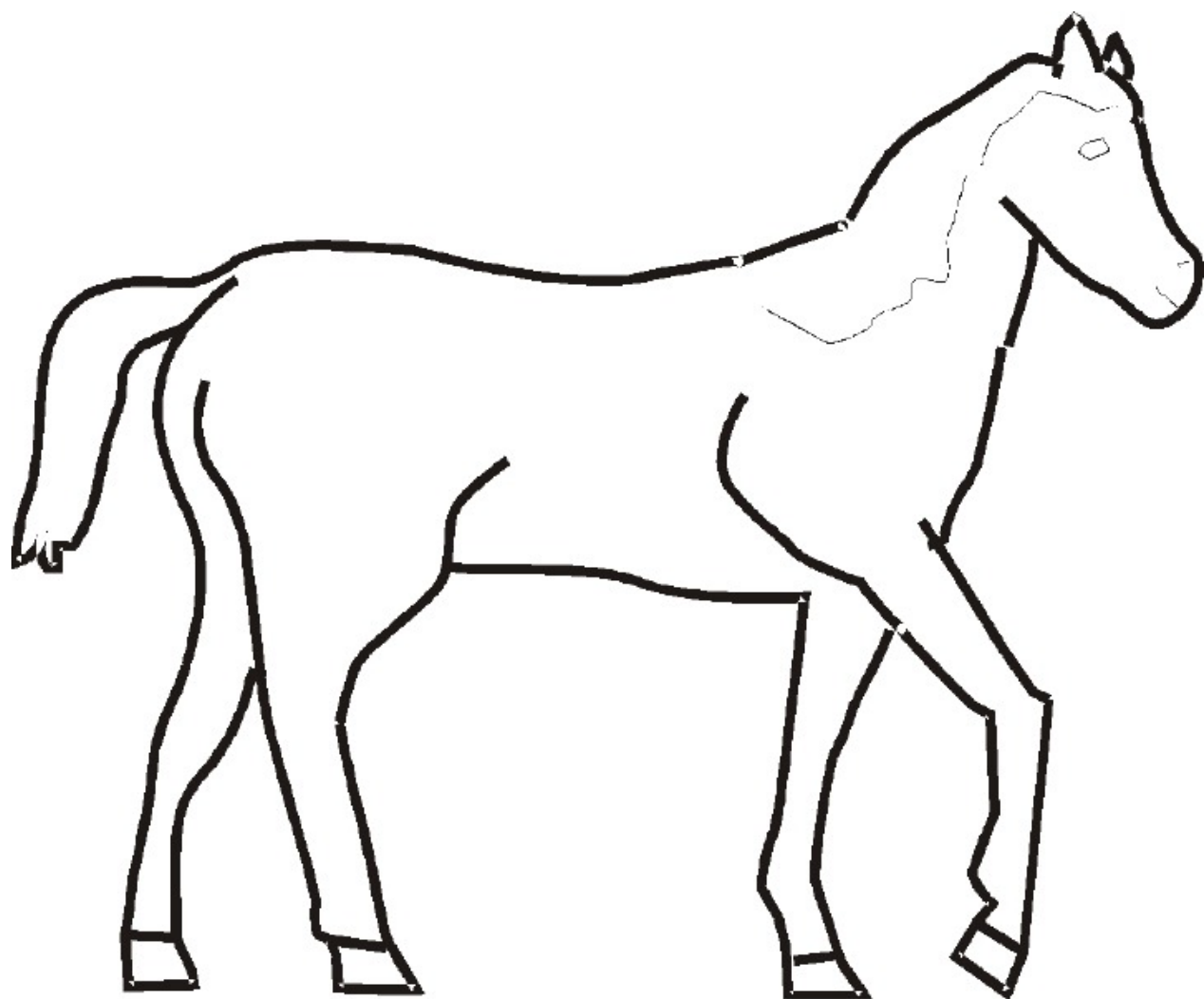
- Construct houses.
- Graph hair colour.
- Learn about the heart.
- Brainstorm things that make you happy.
- How long until Hallowe'en?
- Which things are heavier than others?
- Learn about one hundred.
- Read 'Hedgie' by Jan Brett
- Measure each child's height.
- Make holes with a hole punch.
- Make a happy book.



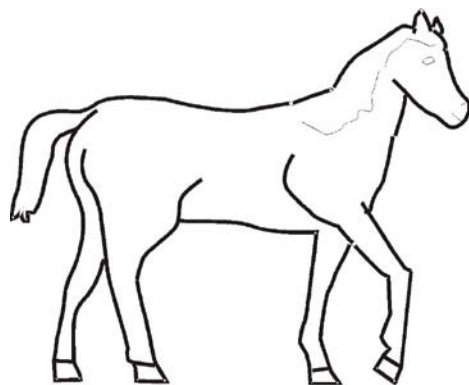
Hh

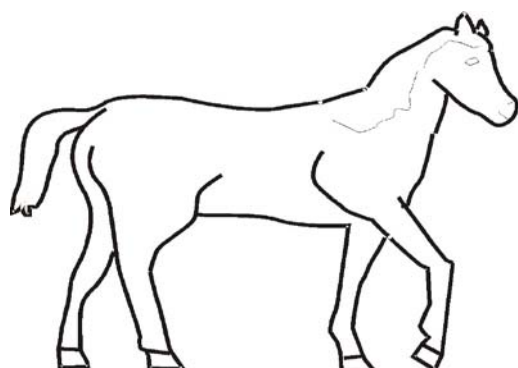
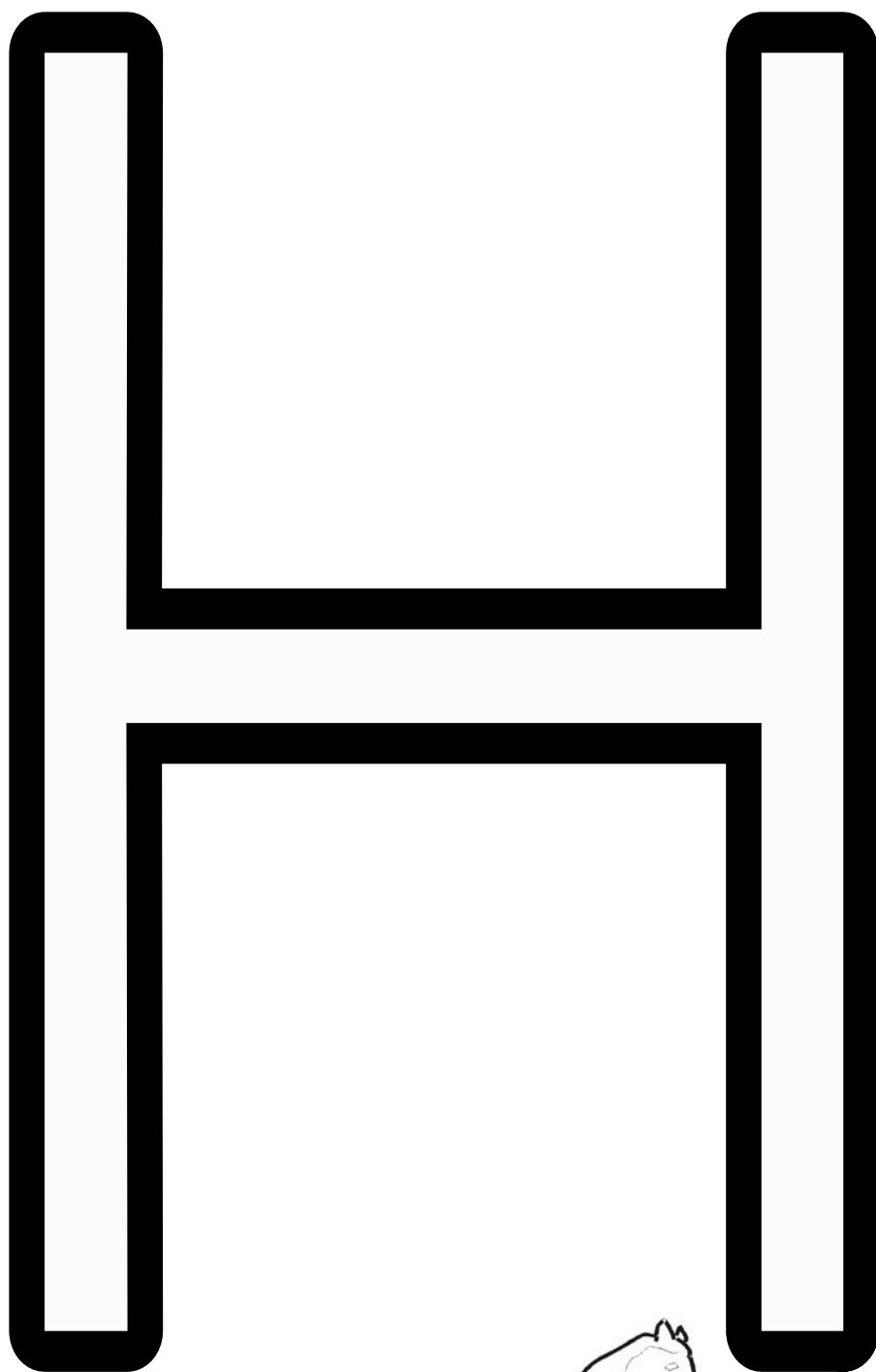


Hh

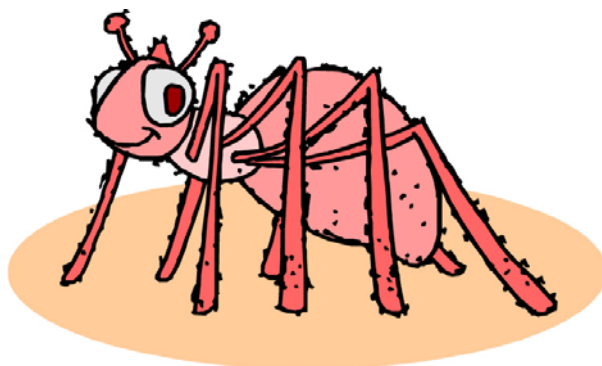


h





I i



Information

Hand Motion

Put the hand in a 'thumbs up' position, then position the thumb under the chin, flipping the thumb forward as the sound is made and the chin moves forward to make the sound.

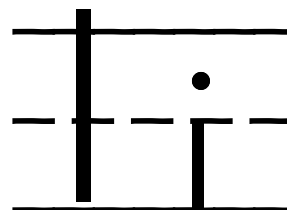
Sound

/i/ as in it, is, Indian. So far, you have only taught one vowel, /a/. Now things become a bit more complicated as you add another vowel. Explain to the children that 'i' makes different sounds. Look for 'i' that makes the short sound.

Make sure every child is voicing the /i/ correctly.

Letter Formation

Make the lower case i by making the line first, from top to bottom and then put a tiny dot in the middle of the space above.



The capital I is made by making the vertical line first, also from top to bottom. Then a very short line is put at the top and bottom of the vertical line, both made from left to right.

Key Words:

Iguana, Italy, inchworm, it, in, inside, insect, inspector, instrument, inch, ink, invite

Praise

It's impressive! Imaginative!

Teaching the letter Ii and the /i/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Ii and talk about the 'big' or capital I and the 'small' or lower case i.

Discuss the vowels and that 'i' is a vowel.

Discuss the sound /i/ and the fact that the sound is different from the letter name. /i/ is difficult to say - make sure the children are making the sound correctly and differentiating it from /e/.

Say, "i says /i/ as in 'insect' (or your word choice). Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /i/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /i/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'I' and 'i' body letters on the floor, using several students. Have these students make the /i/ sound.

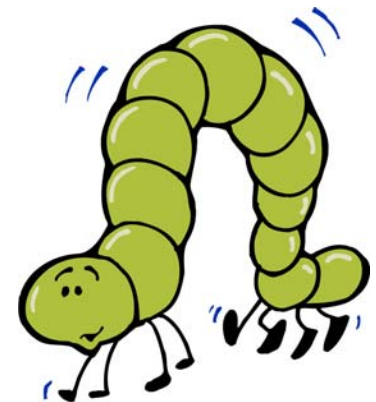
At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with plastic insects, instruments.



Make Tactile Letters

There isn't anything suitable for /i/, so glitter can be glued onto the 'I i' outlines.

Songs and Games

"Itsy, Bitsy Spider"

'I Spy With My Little Eye' (this obviously does not have the sound but may help with letter recognition)

Poem

Is an igloo cold?
It's made of ice.
There's a fire inside
Isn't that nice!

Art Ideas

- Make inchworms.
- Make igloos from sugar cubes. Igloos

Have the children colour or paint igloos on dark construction paper. Ask them to draw someone beside the igloo. Have the children tell little stories about their igloos.

- Print their initials and decorate them.
- Illustrate a story.
- Insect Stamping - Take a stamp pad and let the children place their fingertips into it and press it on a piece of paper and draw the rest to look like different insects; bee, ant, butterfly, etc.

Food

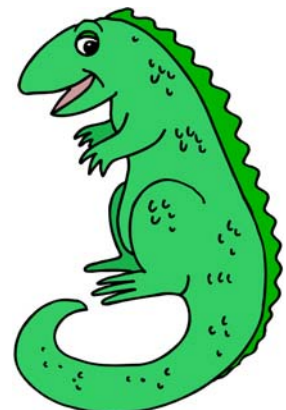
- Try foods from Italy, India, Israel, or Indonesia.
- Build an insect
 - celery sticks (body)
 - 6 carrot sticks (legs)
 - 2 licorice sticks (antennae)
 - 2 raisins (eyes)

You can use cheese spread to help stick the limbs to the body

Other Activities

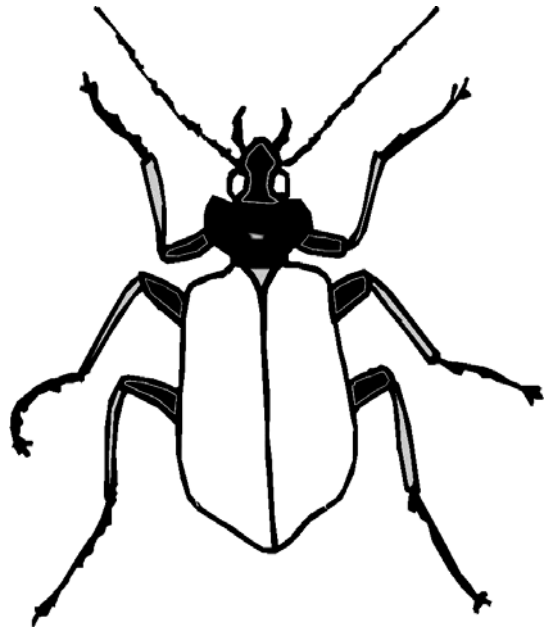
- Make musical instruments. Make a rhythm instrument. Use an old margarine tub or some other container. Fill 1/4 full with dry beans or popcorn. Glue the lid on. Decorate the container. Shake!

- Use your imagination!
- Learn about insects. Go on an insect hunt. You can use a magnifying glass. Make homes for the insects you catch and study their habits.
- Talk about initials.
- Invite people to a party.
- Learn about iguanas.
- List things that make you itch.
- Make invitations.



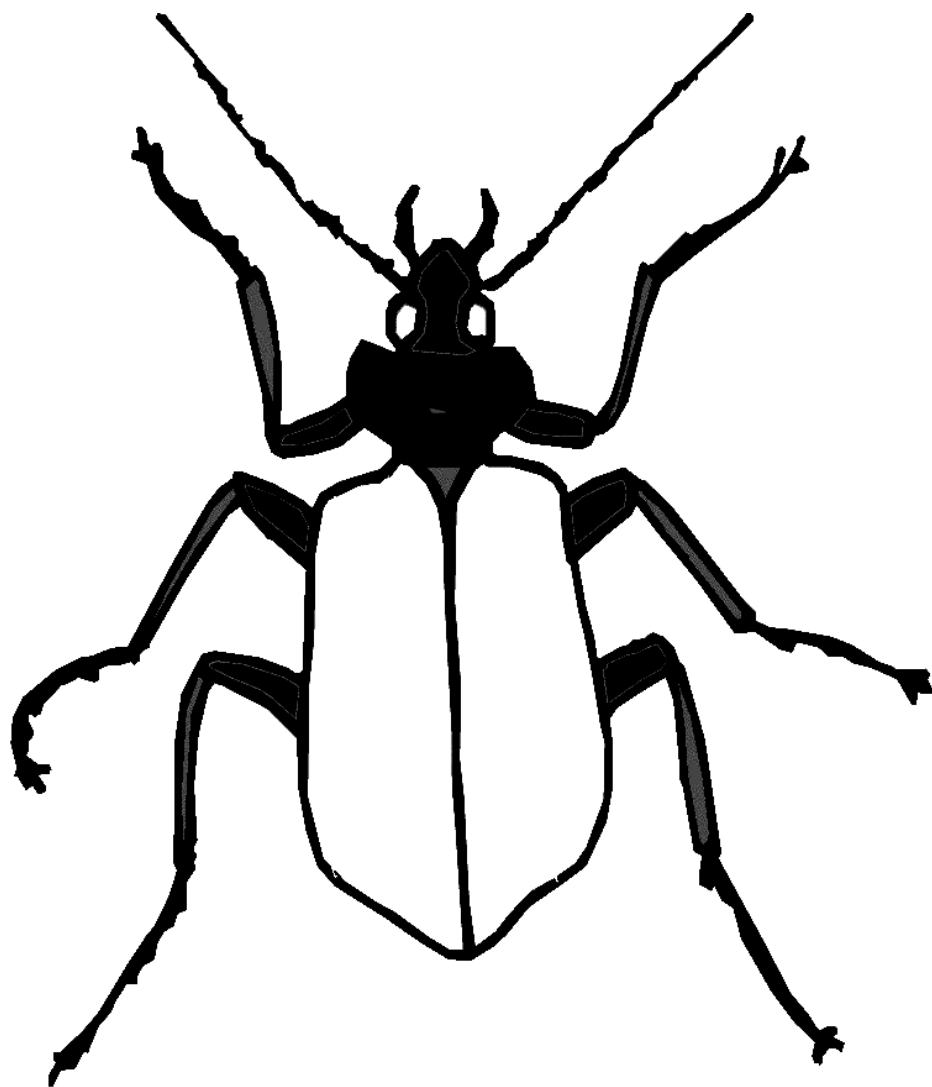
I

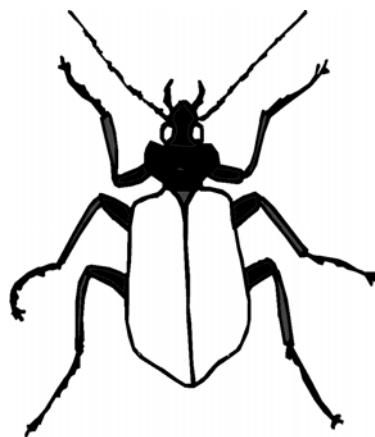
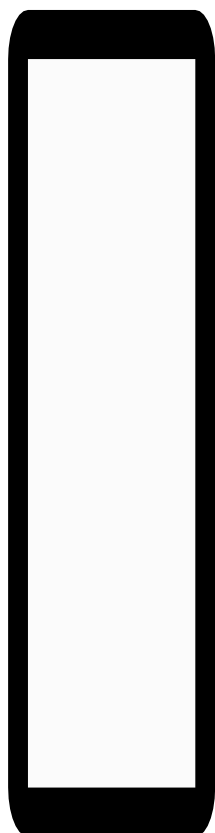
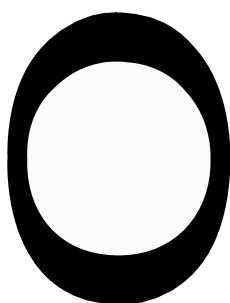
i



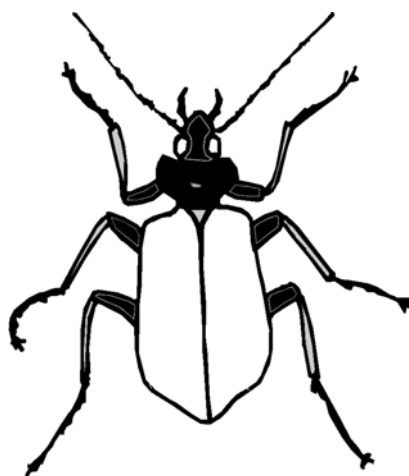
I

i





I



J j



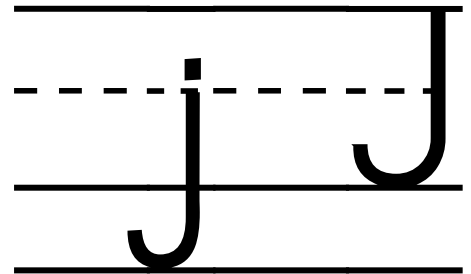
Information

Sound

/j/ as in jump. /j/ is voiced. Keep the sound short.

Letter Formation

The **lower case j** is formed as the i. Make a vertical line beginning at the dots, down through the floor and curl to the left at the dotted line below. Make a tiny dot above.



The **upper case J** begins at the top. It is also correct to have a line at the top of the capital J.

Key Words:

jam, jewels, juggle, jail, jellybeans, jump, jungle, Jupiter, jaguar, joy, jeep, juice, jelly, jet, jacket, jolly, jiggle

Story

I am Jack. I like to jog near the jungle. Sometimes I also like to jump and juggle. I collect things like jewelry, jackets, jelly beans, jets and jack o'lanterns. My favourite food is Jello that jiggles on my tongue. I like to drive my jeep, too.

Praise

Jazzy! Just right! Jolly good!



Teaching the letter Jj and the /j/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Jj and talk about the 'big' or capital J and the 'small' or lower case j.

Discuss the sound /j/ and the fact that the sound is different from the letter name.

Say, "j says /j/ as in 'jump'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /j/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /j/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'J' and 'j' body letters on the floor, using several students. Have these students make the /j/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with jelly beans, jewels (beads and/or sequins), jigsaw pieces, jars.

Make Tactile Letters

Cut the letter 'j' from bread and spread jelly or jam on it.

Songs and Games

"Jingle Bells", "Jack and Jill"

Go jogging, jump rope, try to juggle.

Sing "Jennie Jenkins".

Do jumping activities - jumping races, jumping rope, jumping over things. Pretend to be Jack Be Nimble and jump over a candlestick.

Teach the children how to do jumping jacks. Count the number of times you can do them, see how high you can count. You can also say the sound /j/ every time you do a jumping jack.

Play jump rope games. Teach the children some of the old jumping chants:

Cinderella, dressed in yellow
Went upstairs to kiss a 'fella
Made a mistake
And kissed a snake
How many doctors
Did it take?

Art Ideas

- Use old jigsaw pieces. Overlap them to form a frame for a picture and spray paint.
- Make jewelry. String beads, etc.
- Make a jungle picture.
- Make paper planes (jets)
- Make jack-o'-lanterns out of paper or real ones.
- Paint or fingerpaint with Jello.
- Make a junk collage. Use bottle caps, empty clean milk jugs or cartons, aluminium pie plates, lids, etc.

Food

juice, jelly beans, jam, jelly, ju-jubes, jello, jelly rolls, jerky

- Make a variety of fruit and vegetable juices.
- Make jello. You can make your own with gelatine and fruit juice.

Poem

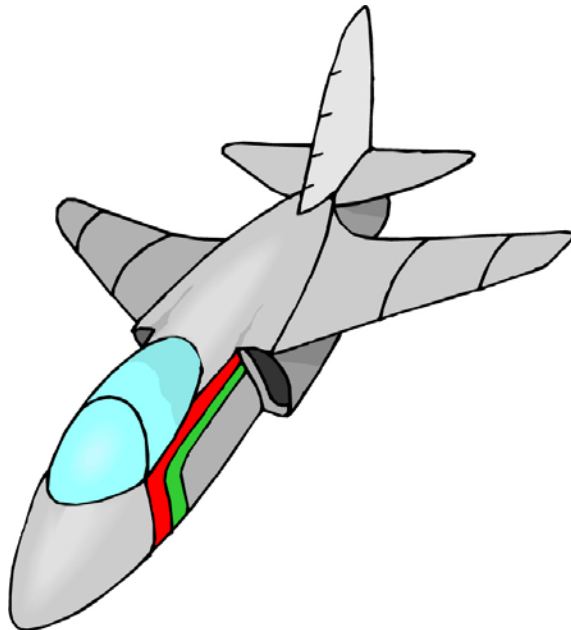
John put on his jacket
And jogged out to play,
John just ran and jumped
And had a jolly day.

Other Activities

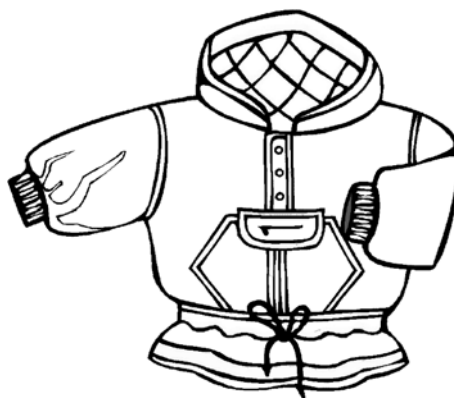
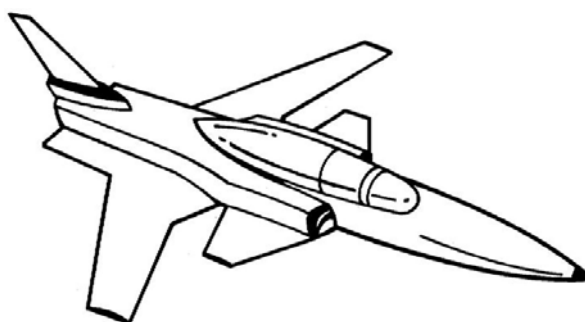
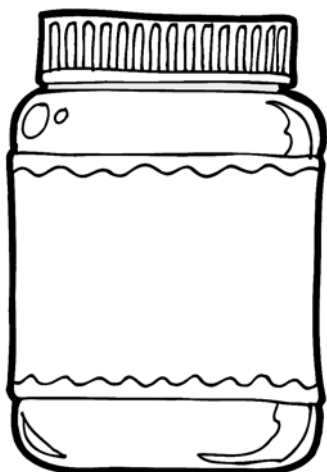
- Visit the janitor and learn about his/her job.
- Learn about the jungle.
- Learn about Jupiter.
- Guess how many jellybeans there are in the jar.
- Use jellybeans as math manipulatives.



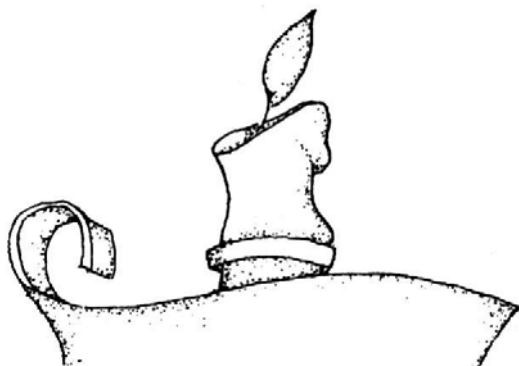
- Do jigsaw puzzles.
- Have different jewellery items available for dress up.
- Go on a journey - real or imaginary. Go on a journey and have crackers and jam when you return.
- Have the children close their eyes and have a taste test of different flavours of jelly beans. See if they can guess what flavours they are tasting.
- Have a joke and jeans day! Every child can have a joke to tell that day and wear jeans to school - and a jacket, of course.
- Learn the nursery rhyme 'Jack Be Nimble'. Make a candlestick by putting a flame cut out of yellow paper into a toilet paper roll. Say the rhyme as the children line up and jump over the candlestick.
- Talk about jobs.
- Listen to jazz.



ز

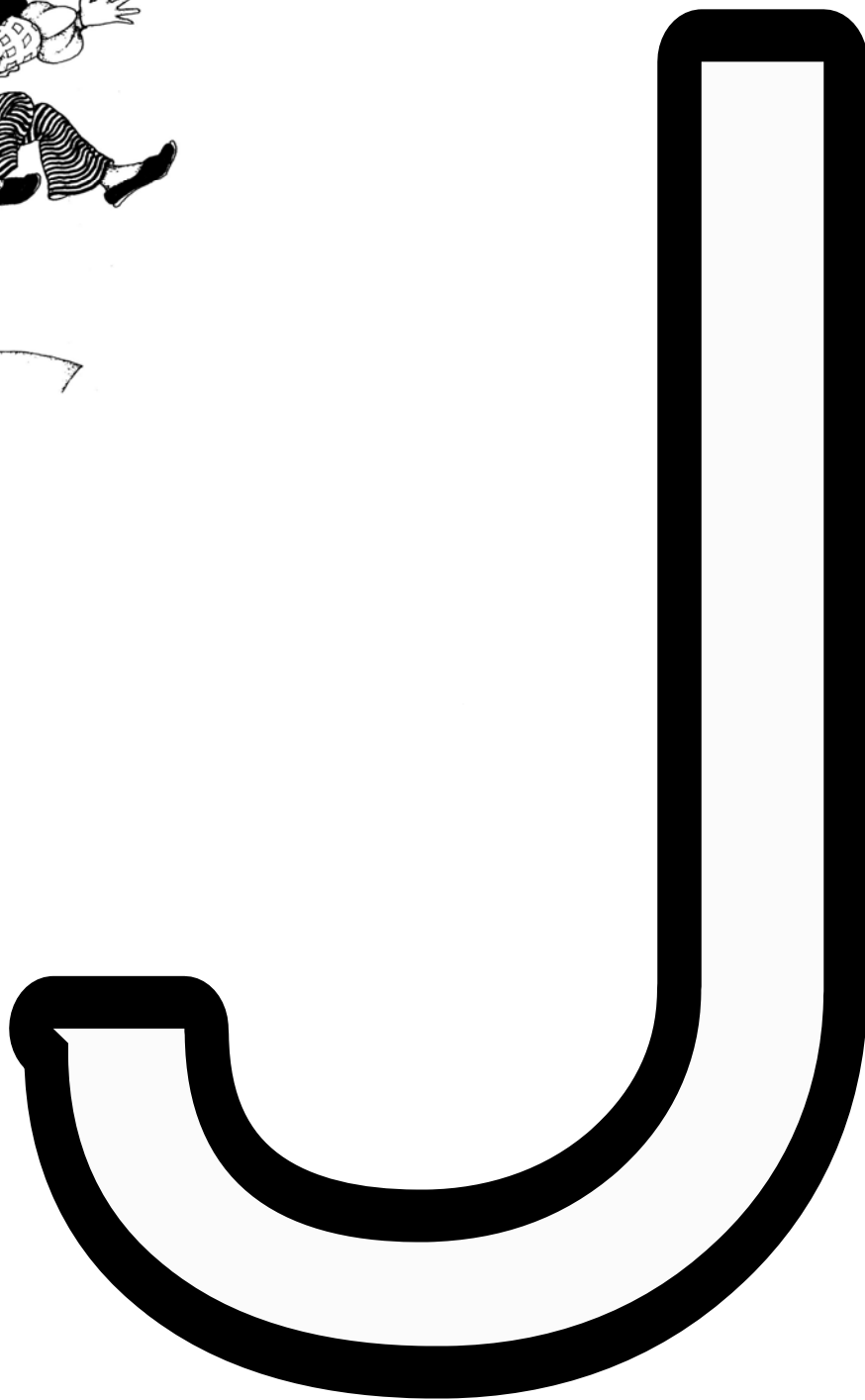


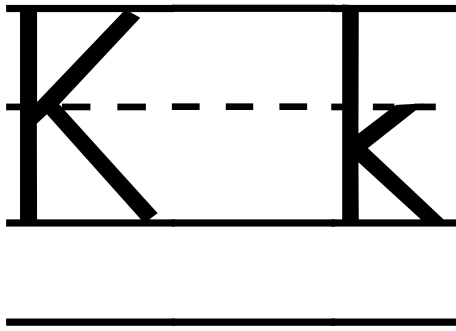
ز



j







Information

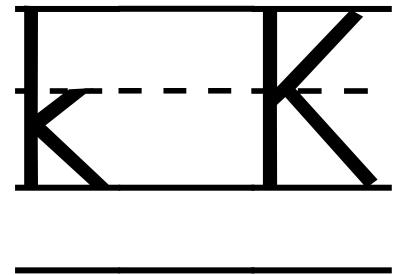
Sound

/k/ as in kite. 'k' makes the same sound as /c/.

Letter Formation

To form **the lower case k**, first make the vertical line from top to bottom, then the upper diagonal begins at the dots and goes to the vertical line. Then last is the lower diagonal, both from the highest end of the line to the lowest.

The **upper case K** is formed in the same way, with three separate lines all drawn from top to bottom.



Key Words:

kite, kangaroo, kettle, kitchen, koala, key, kids, kitten, king, kindergarten, kiss, kiwi

Story

My name is Karen Kangaroo. My friend Katy and I kick around all day. We takes kites to kids in kindergarten. We like to go into the kitchen to cook and pop kernels of popcorn. Then we put ketchup on it! We like to paint pictures with black and pink paint.

Praise

Kids are great!

Teaching the letter Kk and the /k/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Kk and talk about the 'big' or capital K and the 'small' or lower case k.

Discuss the sound /k/ and the fact that the sound is different from the letter name. 'k' makes the same sound as the hard 'c'. It is not necessary to get into the usage of the two letters in kindergarten.

Say, "k says /k/ as in 'kite'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /k/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /k/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'K' and 'k' body letters on the floor, using several students. Have these students make the /k/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with old keys, kleenex, popcorn kernels.

Make Tactile Letters

Glue popcorn kernels or "Special K" to the letter outlines.

Songs and Games

"Kookaburra"

Play kickball.

The 'Three Little Kittens'



Art Ideas

- Make kites. Cut out a diamond shape and some yarn for the tail. Take the kites outdoors and let the children run with them.
- Use red paint to make a "ketchup" design.
- King for the Day - Make everyone a crown, let them decorate it with stickers or jewels cut out of construction paper. Have them talk about what they'd do if they were king for a day.

Food

Kabobs, kiwi, kohlrabi, kale, kidney beans, ketchup, kabobs

- Make kite shaped cookies. Use any sugar cookie recipe. Cut the cookies in a diamond shape and bake. After the cookies cool, decorate the kites with icing and use licorice strings for the tail.

Poem

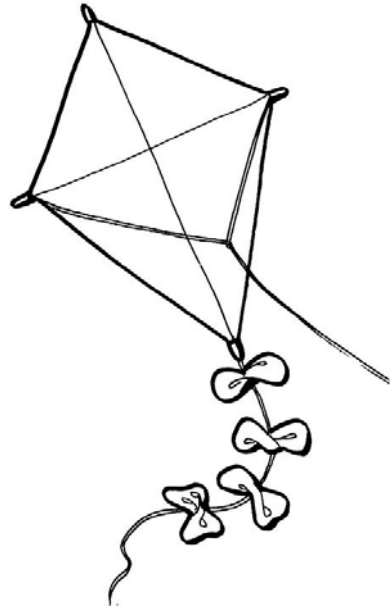
Katy is a kangaroo
She likes to fly a kite.
Katy goes to kindergarten
In the middle of the night.

Other Activities

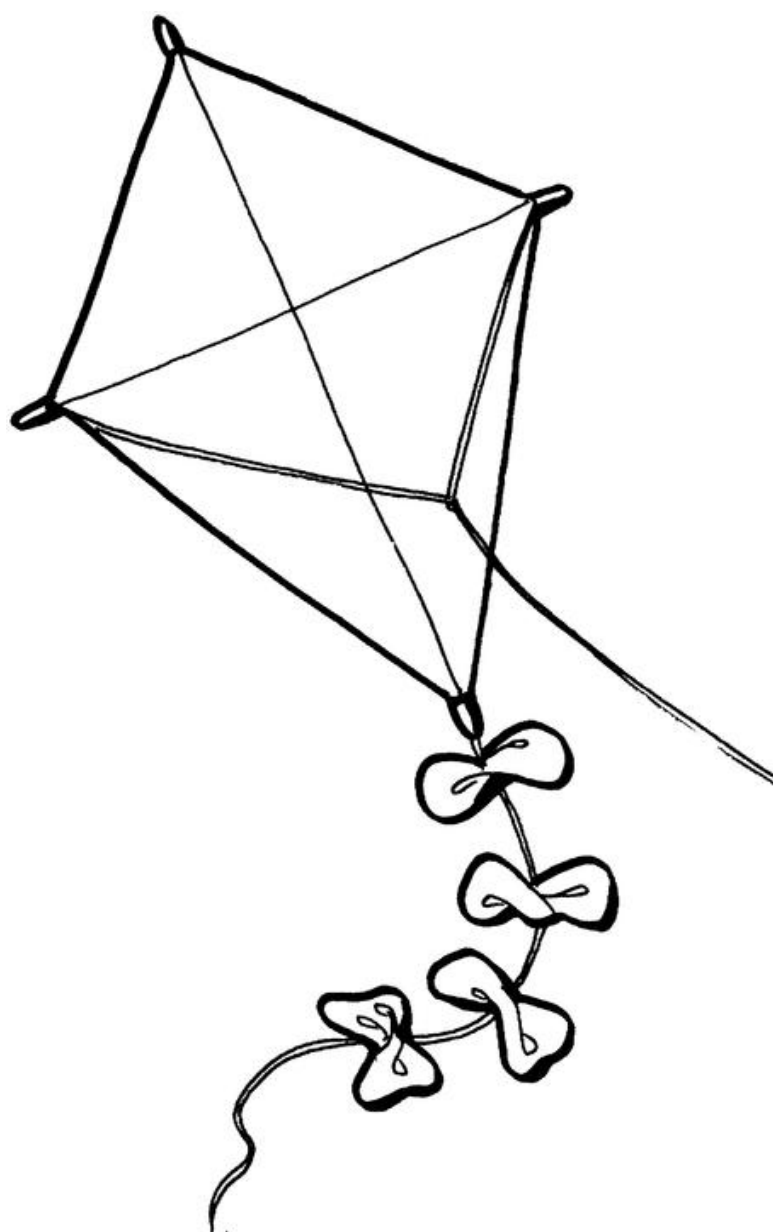
- Brainstorm a story "If I were King....." What is the kingdom like?
- K is for Kindergarten!
- Learn about kangaroos and koala bears.
- Play a kazoo.
- Brainstorm acts of kindness.
- Do math activities with old keys. They can be counted, sorted, added, etc.
- Make a kitchen collage. Cut out pictures of things we would find in the kitchen.
- Play in a kitchen center.
- Take the children outdoors and fly a kite.



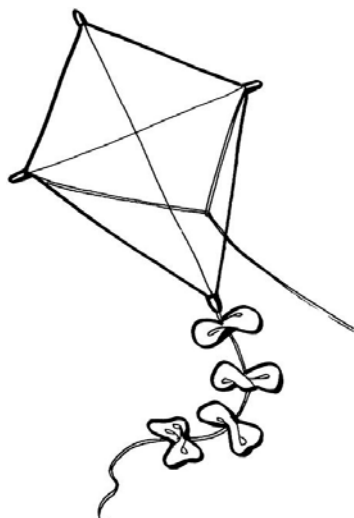
Kk



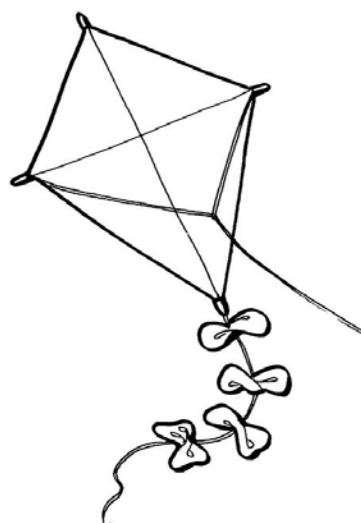
Kk



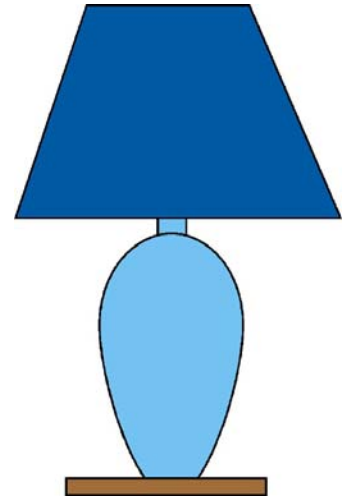
K



K



L I



Information

Sound

/l/ as in lunch. Voiced. Double 'l' is treated as one sound and one tap.

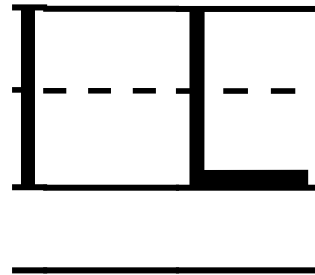
Sound Association

the singing wind sound - the wind in the telephone wires

Letter Formation

The **lower case l** is simply a straight line drawn from top to bottom.

The **upper case L** begins at the top and is made with one continuous line, vertical and horizontal.



Key Words:

lion, leaf, lamp, ladder, lunch, love, lighthouse, library, lamb, lemon, log, letter, lace, lady, lollipop, ladybug, love, little

Story

Leo Lion likes to climb little ladders. He lives on a hill by a large lake. Leo likes to sleep with a cuddly blanket. Sometimes he takes a lantern to give him light when he walks at night. Leo does not like to get lost in the woods. He loves to lick yellow lemon lollipops. Leo likes to play leap-frog with the lazy lizards.

Praise

Lovely!

Teaching the letter L and the /l/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter L and talk about the capital L and the 'small' or lower case l.

Discuss the sound /l/ and the fact that the sound is different from the letter name. /l/ is difficult to say - make sure the children are making the sound correctly.

Say, "l says /l/ as in 'lamp'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /l/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /l/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'L' and 'l' body letters on the floor, using several students. Have these students make the /l/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with lace, lima beans, licorice, lids, leaves, lollipops, letters.

Make Tactile Letters

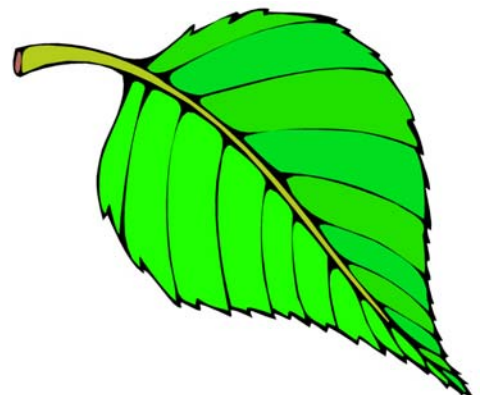
Glue pieces of leaves or small leaves on the outline of the letters.

Songs and Games

"London Bridge"

"On the Good Ship Lollipop"

Play leapfrog.



Poem

Leonard is a lizard.
He lies around all day.
Lazy, lazy Leonard,
He doesn't like to play.

Art Ideas

- Make leaf prints. Make a leaf rubbing.
- Make a 'letter' collage. Cut fancy letters from magazines.
- Use a paper plate to make a lion's head.
- Make ladybugs.
- Make paper lanterns.
- Make lions - Use a paper plate and fingerpaint it orange or yellow. Glue stretched out cotton balls for the mane. Glue on eyes, noses, ears and a mouth. Glue on black pipecleaners for the whiskers.
- Make lambs - glue cotton batting onto the lamb shape.

Food

Lasagna, lima beans, liver, licorice, lemon, lemonade, lettuce, lime, lobster, lemonade

Other Activities

- Make a special trip to the library to look for lots of 'l' books.
- Learn about lizards.
- Brainstorm things or people we love.
- Listen!
- Write a letter.

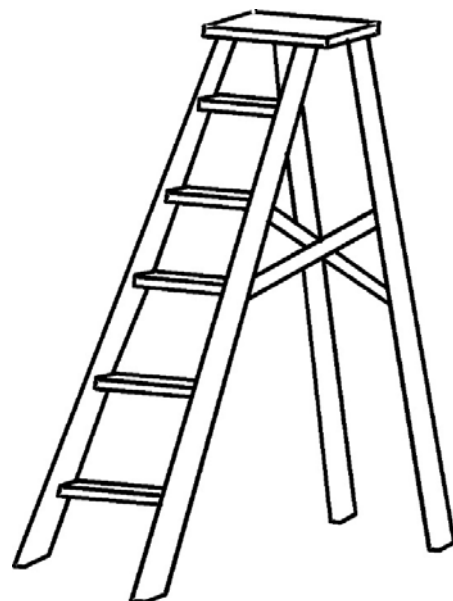
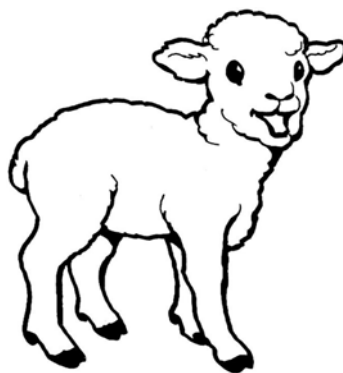
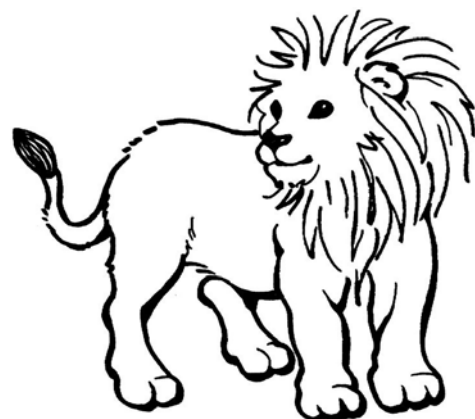
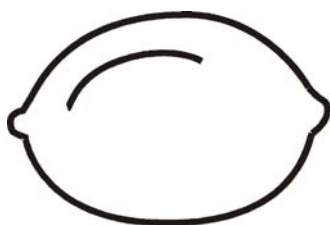
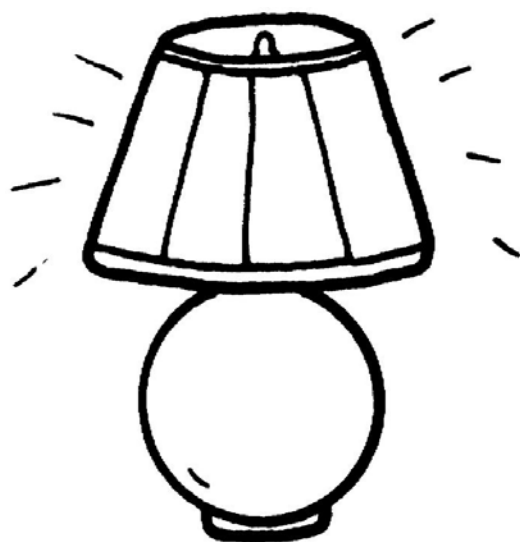


- Make a lollipop tree - tie lollipops to branches.
- Smell lavender.
- Learn to lace shoes.
- Sit in a row and count everyone's legs.
- Stop look and listen before you cross the street.
- Learn about big and little.
- Talk about what to do if you become lost.
- Who will be the line leader? This is a very important job this week!
- Pick up litter.
- Write a letter.

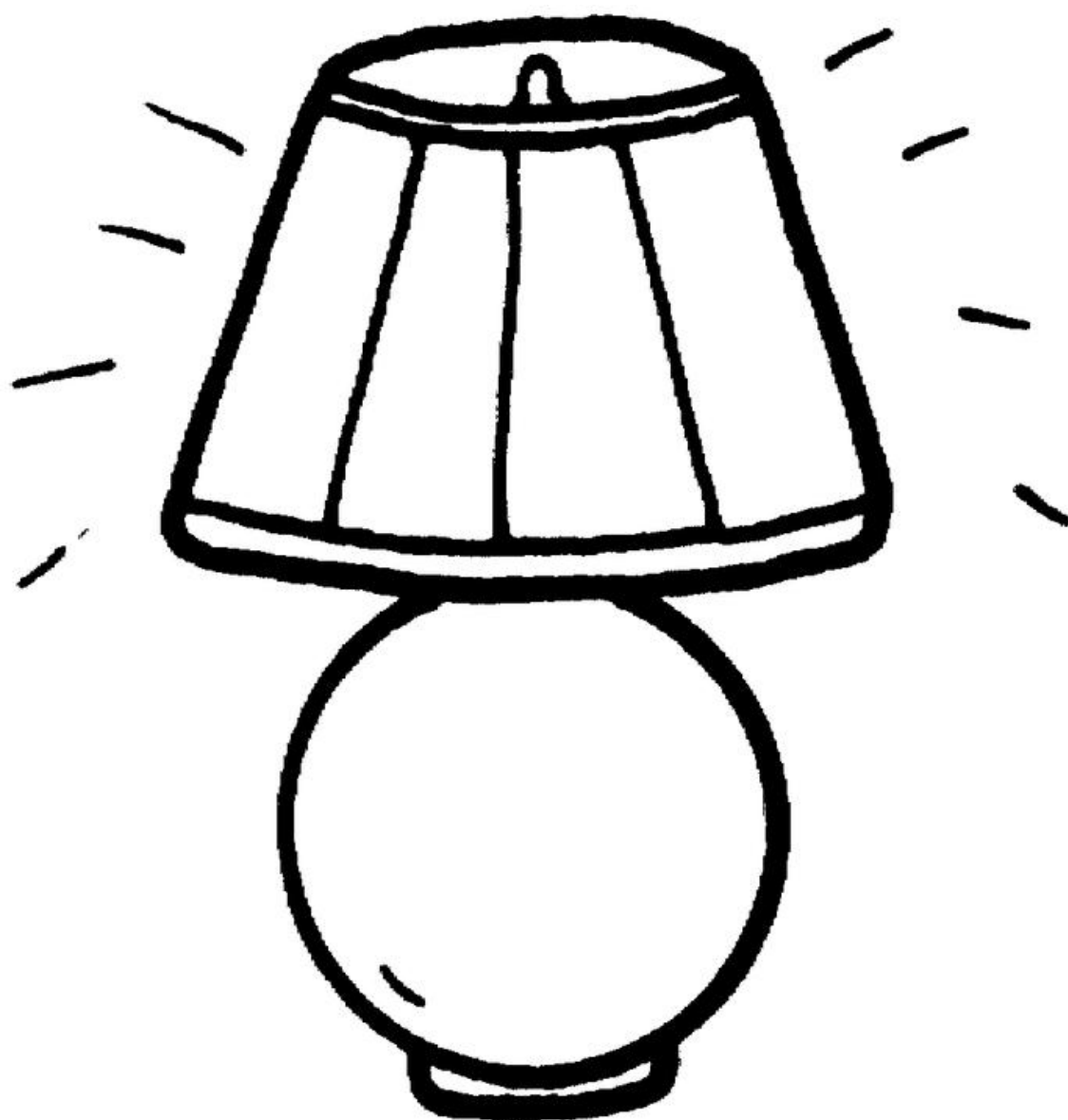
And most importantly... Don't forget to LAUGH!

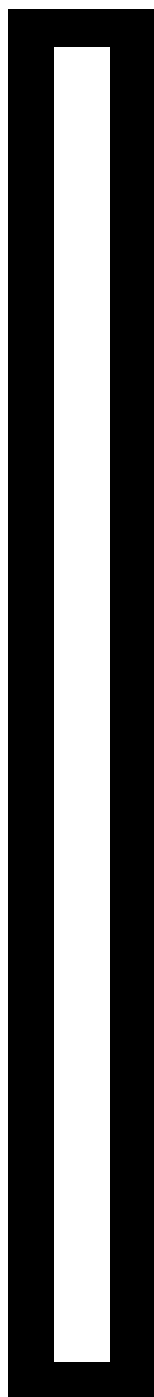


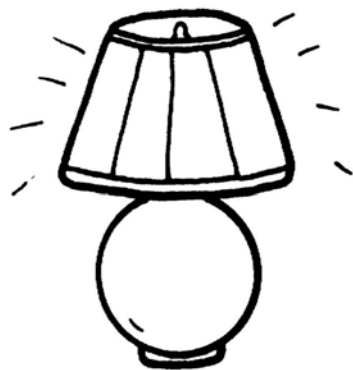
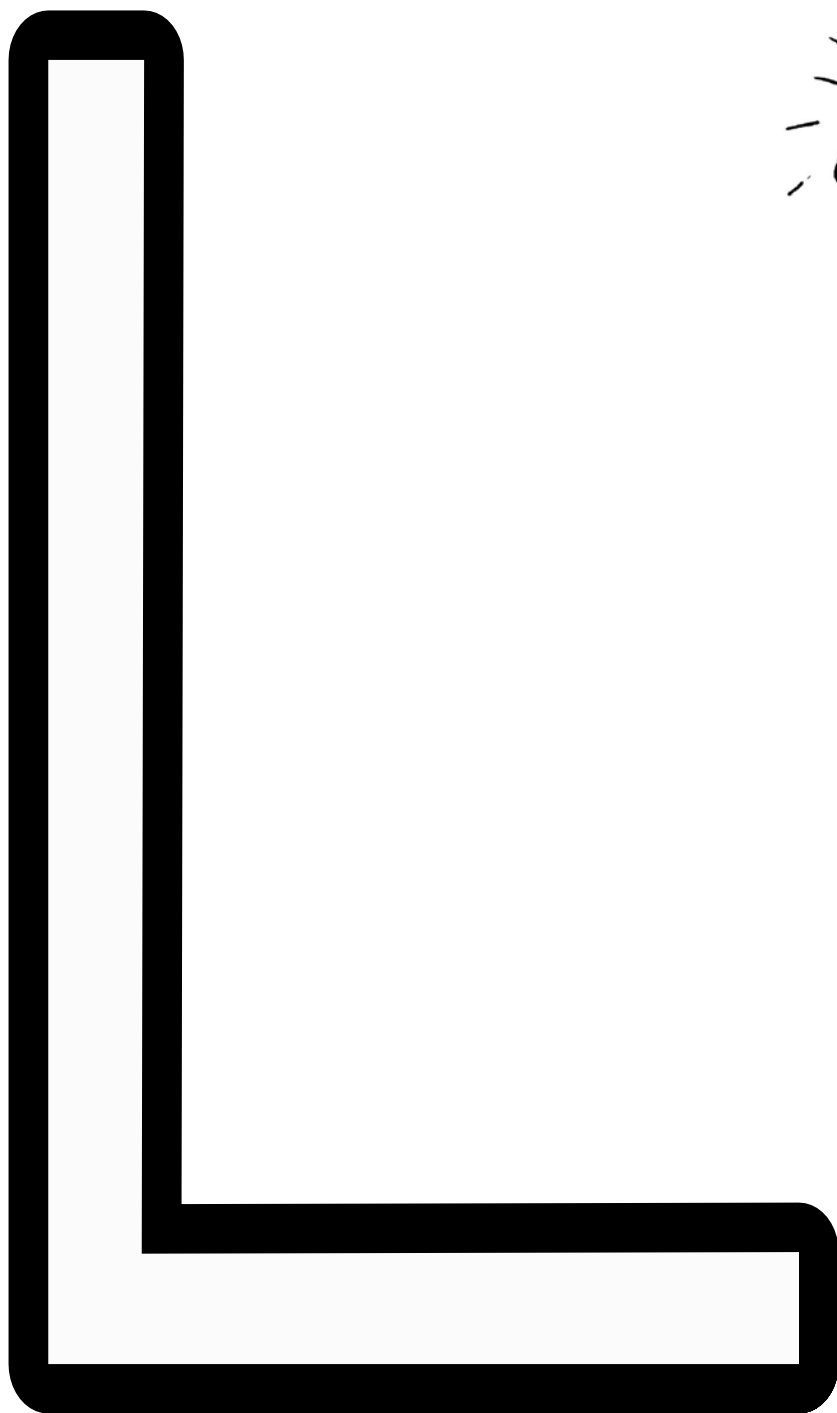
L



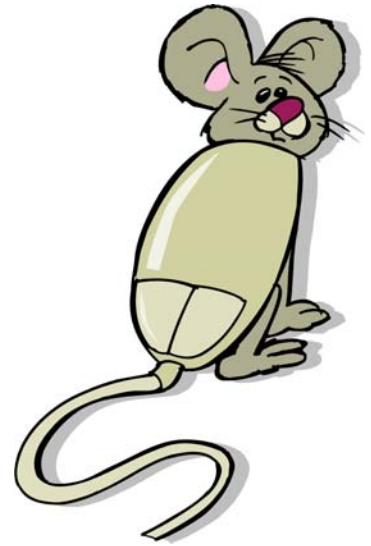
LI







M m



Information

Sound

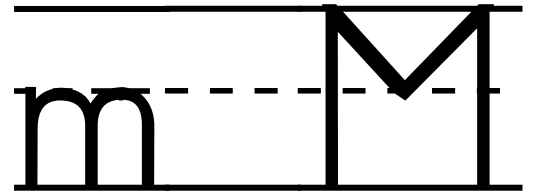
/m/ as in Mom.

Sound Association

m - m - m - m - m! Something good to munch!. Make the sound with the lips together. Voiced.

Letter Formation

To form the lower case m, begin at the dotted line, go straight down to the floor, trace the same line up and make the hump touching the line. Go down to the floor, back up to touch the dotted line in another hump and straight down to the floor.



To form the upper case M, make the two vertical lines from top to bottom. Then start at the top of the left vertical line and form a 'v' ending at the top of the second vertical line.

Key Words:

Mom, mouse, moose, mushroom, monkey, motorcycle, moon, morning, music, mask, mittens, mirror, mountain

Story

Molly the monkey lives in the zoo. She lives by the mongoose, a moose and a mouse. She likes to play on the monkey bars and sing "Three Blind Mice". She loves to eat melons and meat. She likes to drink milkshakes, too! Molly is most happy when she can move around on her friend, the moose.

Praise

Magnificent! Marvelous!

Teaching the letter Mm and the /m/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Mm and talk about the 'big' or capital M and the 'small' or lower case m.

Discuss the sound /m/ and the fact that the sound is different from the letter name.

Say, "m says /m/ as in 'mouse'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /m/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /m/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'M' and 'm' body letters on the floor, using several students. Have these students make the /m/ sound.

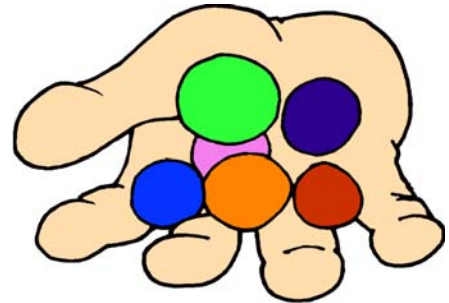
At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Make Tactile Letters

Glue macaroni to 'Mm' outlines.



Tactile Association

Feel or do projects with money, marshmallows, macaroni, marbles, magnets

Songs and Games

"Mary Had a Little Lamb", "Mulberry Bush", "Do You Know the Muffin Man?"

Musical chairs, marbles, marching. Play "Mother May I?"

Make music.

"No More Monkeys Jumping on the Bed".

Be a mime.

Poem

Mike is a moose.
Mike loves his Mom.
Mom makes macaroni
To fill up his tum.



Art Ideas

- Make an 'M' 'm' collage by cutting these letters out of magazines and gluing them to a sheet of paper.
- Make a map of the school.
- Trace around their hands to make mittens. Print a 'M' on one and 'm' on the other mitten.
- Build a structure with marshmallows held together with toothpicks.
- Make a mobile.
- Make a structure from milk cartons.
- Make and wear masks.
- make a necklace with macaroni.
- Do marble art - dip a marble in paint, pick it up with tongs and put it on a paper in a large rectangular cake pan. Tip the pan to let the marble roll around and make tracks.
- Make marshmallow sculptures.

Food

Muffins, macaroni, meatballs, mints, milk, marshmallows

- Make milkshakes.
- Bake muffins.
- Supply milk for each child each day of the 'm' week.
- Make macaroni and cheese.

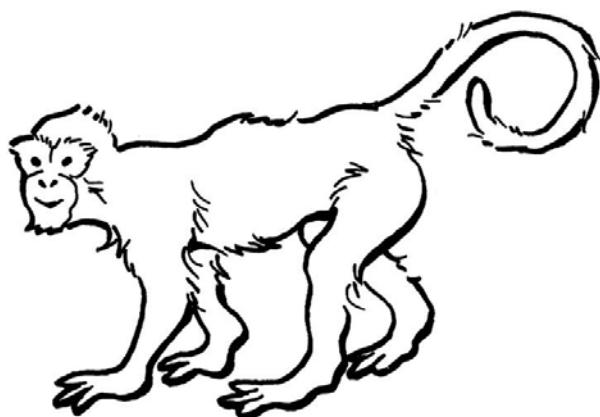
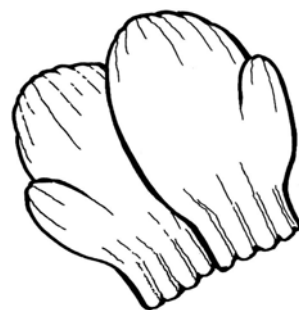
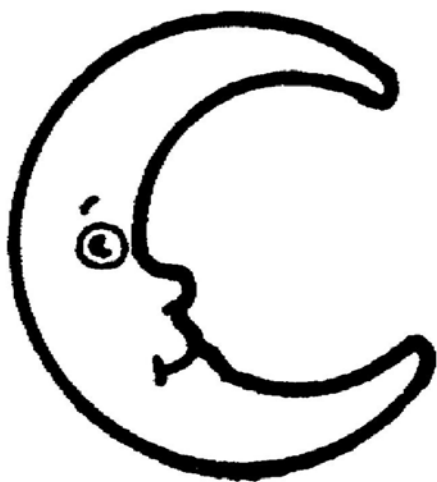


Other Activities

- Learn about the moon.
- Mail letters.
- Use magnifying glasses.
- Use a microscope.
- Listen to music. Mozart is a good choice!
- Read 'The Mitten' by Jan Brett, and 'If You Give a Mouse a Cookie' and 'If You Give a Moose a Muffin'.
- Do a 'Me' unit and make a 'Me' book.
- Learn magic words and use a magic wand.
- Learn about measuring.
- Learn about magnets.
- This is a good time to begin a unit on money. Look at pennies, nickels, dimes, and quarters.
- Read the poem "Mice". I think mice are really nice
- Trace both hands to make mittens. Colour them to make a pair. Collect a pair of mittens from each child. Sort in different ways - by colour, shape, size, etc.
- Read magazines.



Mm

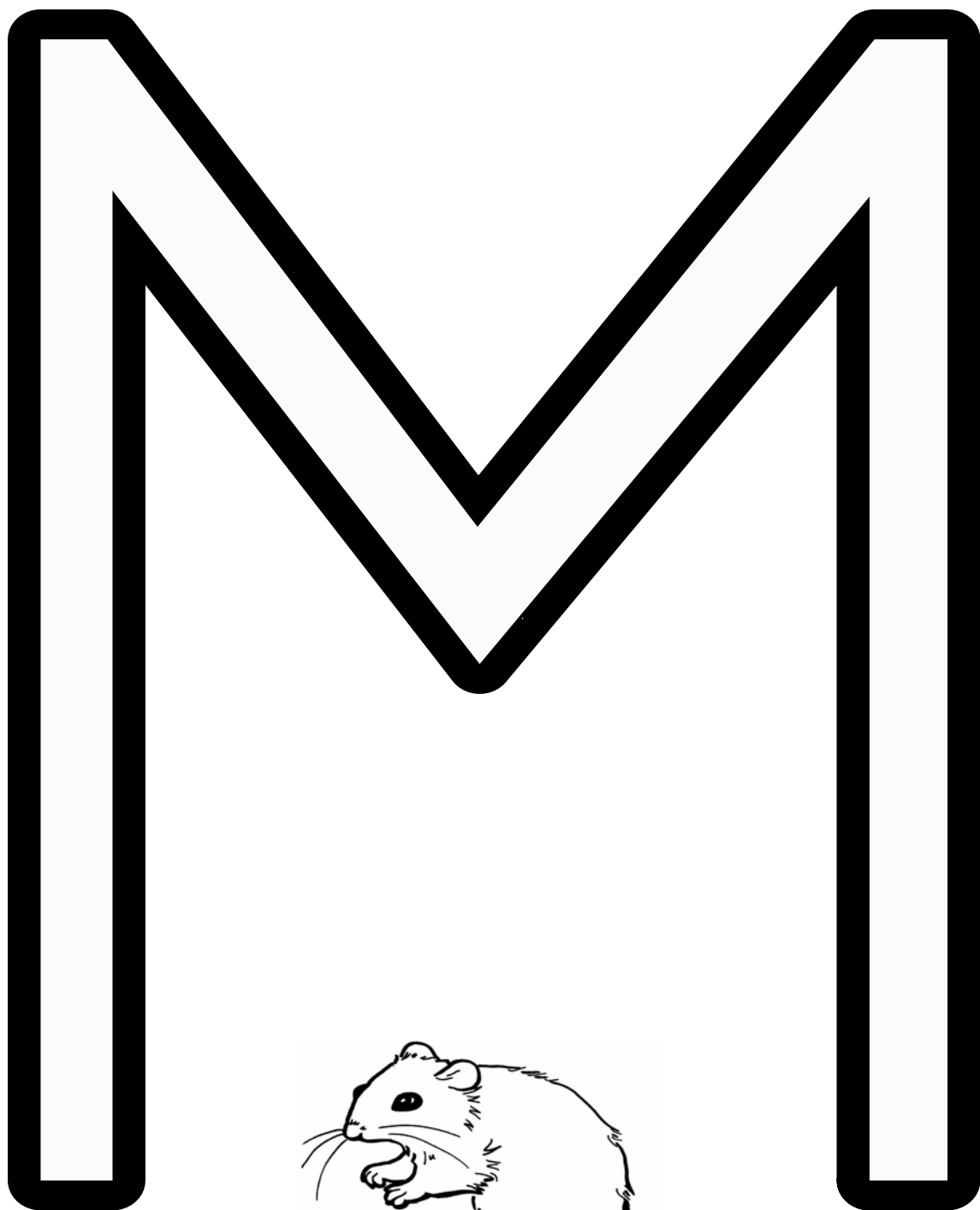


Mm





m



N n



Information

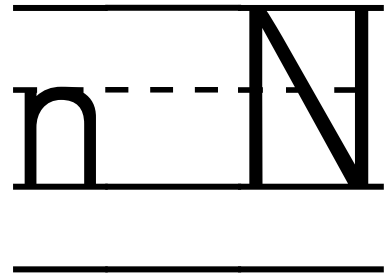
Sound

/n/ as in no. The tip of the tongue is on the roof of the mouth.

Letter Formation

The **lower case n** is formed by beginning at the dots, drawing a vertical line to the floor, back up this line, over the curve and a vertical line back to the floor.

With the **upper case N** the left vertical line is first drawn top to bottom, then the diagonal line top to bottom and then the second vertical line top to bottom.



Key Words:

nut, needle, nurse, nail, nine, nest, name, number, note, nickel, neighbour, night, neighbourhood, necklace, newspaper, noise, nap

Story

Ned the Newt is having a nap in the afternoon. He has a nice new home in Northern Canada. He likes to nibble on nuts, noodles, noses and nails. He has nine sisters and they like to wear long pink necklaces at night. Ned never nods at naughty neighbours.

Praise

Nice! Nearly perfect! Neat!

Teaching the letter Nn and the /n/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Nn and talk about the 'big' or capital N and the 'small' or lower case n.

Discuss the sound /n/ and the fact that the sound is different from the letter name. /n/ is difficult to say - make sure the children are making the sound correctly.

Say, "n says /n/ as in 'nest'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /n/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /n/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'N' and 'n' body letters on the floor, using several students. Have these students make the /n/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with nails, net, noodles, newspaper, nylon.

Make Tactile Letters

Glue noodles or newspaper bits onto the letter outline.

Songs and Games

"Who are the People in Your Neighbourhood"



Art Ideas

- String macaroni to make noodle necklaces. Use a needle!
- Cut 'N' and 'n's of varying size from a newspaper to make a collage.
- Draw nine birds in a nest.
- Draw something nice!
- Make a necklace. String cheerios or other cereal.
- Paint 'n's' on newspaper.

Food

Noodles, nuts, nutmeg, nectarines, noodles, nachos, Neapolitan ice cream

- Make nests. These can be cookies with a jam center, or shredded coconut mixed with chocolate and formed into nests. You can also use chinese noodles mixed with chocolate to make nests.

Poem

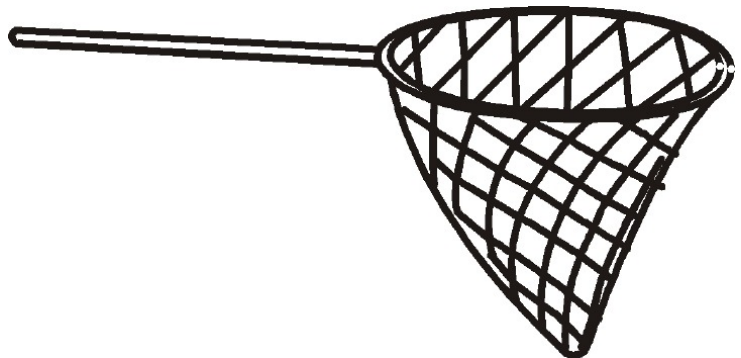
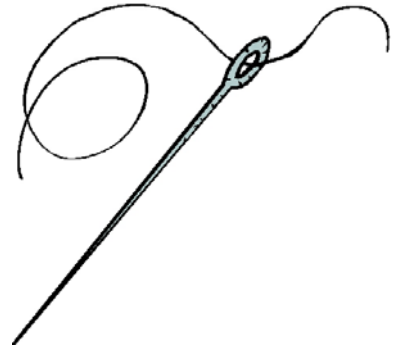
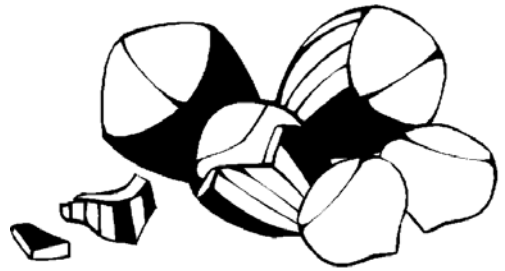
Norman is a night owl.
He has a nice nest.
He needs nine nickels
To buy a new vest.



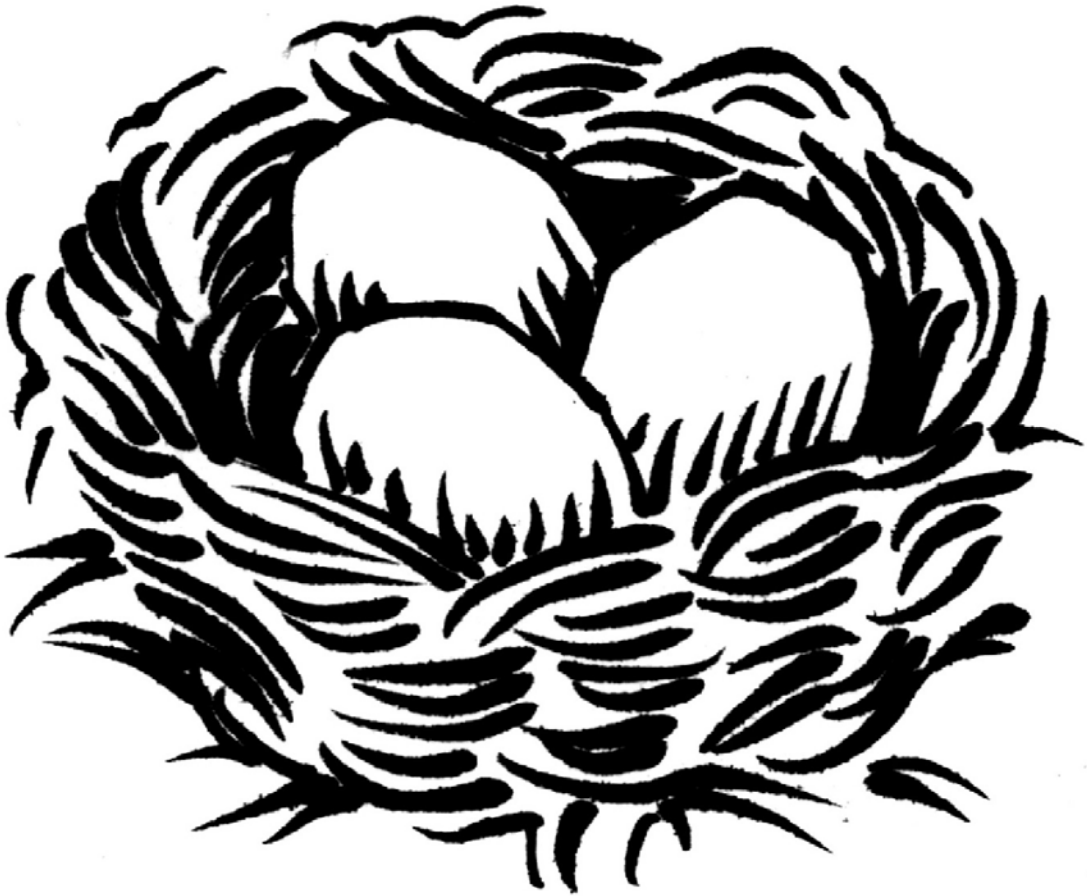
Other Activities

- Sort nails.
- Invite a nurse to visit.
- Write notes to someone.
- Brainstorm things that are nice.
- Print numbers.
- Read a newspaper.
- Collect nickels for a worthy project.
- Look at different birds' nests.
- Learn about nickels.
- Explore your neighbourhood. - Take a nature walk.
- Work and play with names.
- Colour nicely.

Nn



Nn

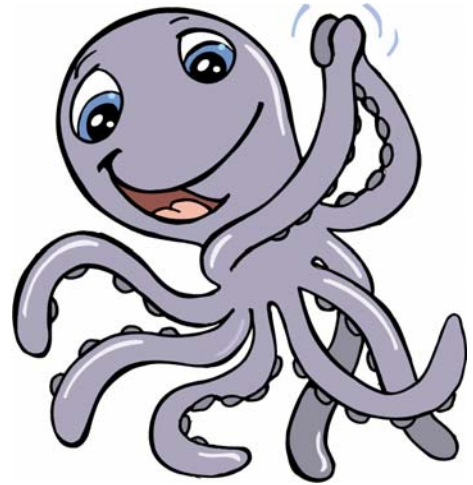
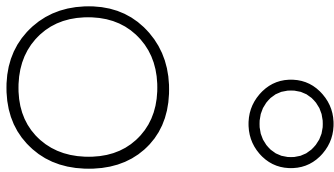




n

N





Information

Hand Motion

With the pointer finger, draw a circle in front of the mouth as you say the sound.

Sound

/o/ as in ox, odd, ostrich. We now come to the third vowel sound. The children usually find /o/ quite easy to blend.

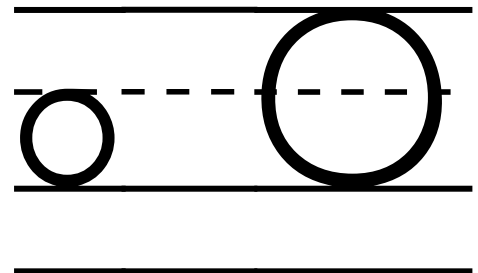
Sound Association

/o/ is the sound you make when you are disappointed.

Letter Formation

The **lower case o** begins at the dotted line and circles to the left, touching the bottom line and closing carefully at the top,

The **upper case O** is made as the lower case o.



Key Words:

olive, octopus, ostrich, office, opera, opposite, otter, octagon, on, off, ox

Praise

Awfully good! (?), awesome?

Teaching the letter Oo and the /o/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Oo and talk about the 'big' or capital O and the 'small' or lower case o.

Discuss the vowels and that 'o' is a vowel.

Discuss the sound /o/ and the fact that the sound is different from the letter name.

Say, "o says /o/ as in 'octopus'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /o/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /o/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'O' and 'o' body letters on the floor, using several students. Have these students make the /o/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

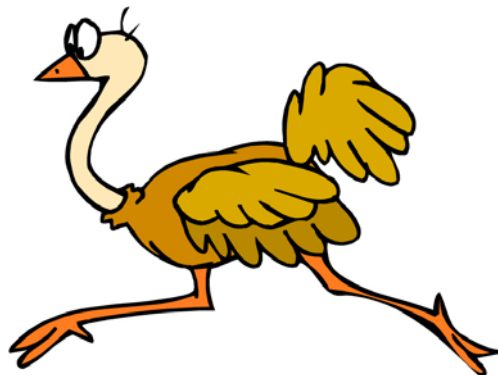
Feel or do projects with Cheerios or Froot Loops (or other 'o' shaped cereal).

Make Tactile Letters

Glue Cheerios to the letter outlines.

Songs and Games

Make an obstacle course.



Art Ideas

- Draw an odd octopus.
- Find different sized 'o's in magazines and cut them out and make a collage.
- Make a necklace with 'o' shaped cereal.
- Make an octopus: use a styrofoam ball for the body and pipecleaners for the 8 legs.
- make Oscar the Grouch - Glue a green pom-pom to the top of a film canister. Add eyes.
- Print o's - find objects that are round - lids, cardboard tubes, film canisters, drinking straws, containers of all sizes - and dip them into paint and onto paper.
- Make a picture using re-inforcements.

Food

Olives, omelet
Eat lifesavers.

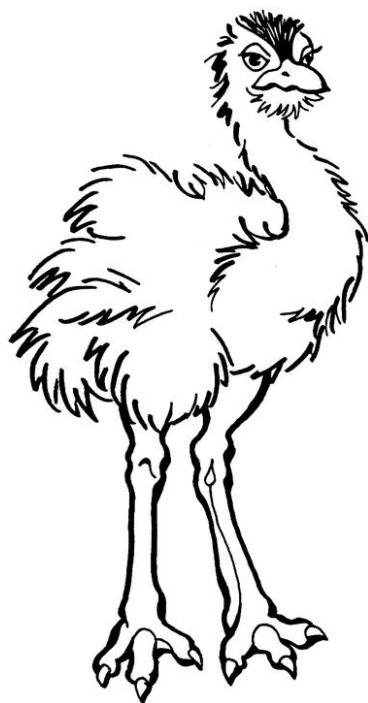
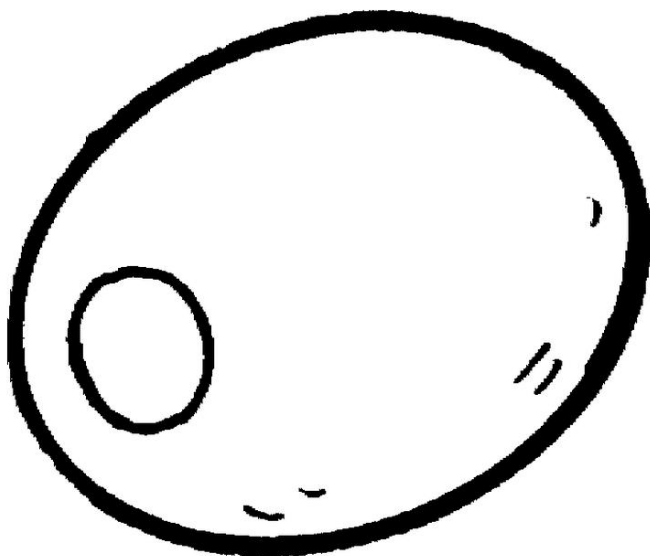
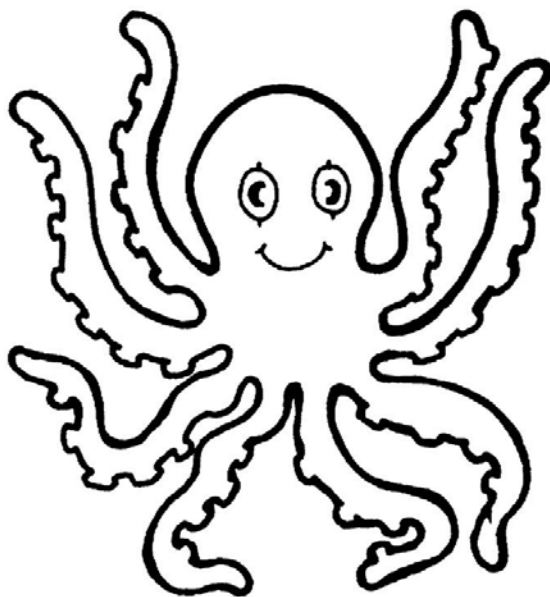
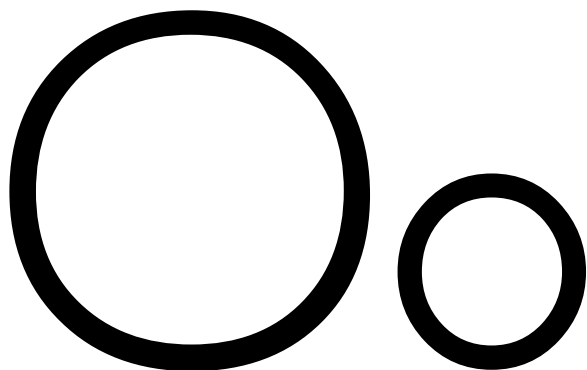
Poem

Olive is an octopus.
She is often odd.
She has eight arms (or legs)
And gives her head a nod.

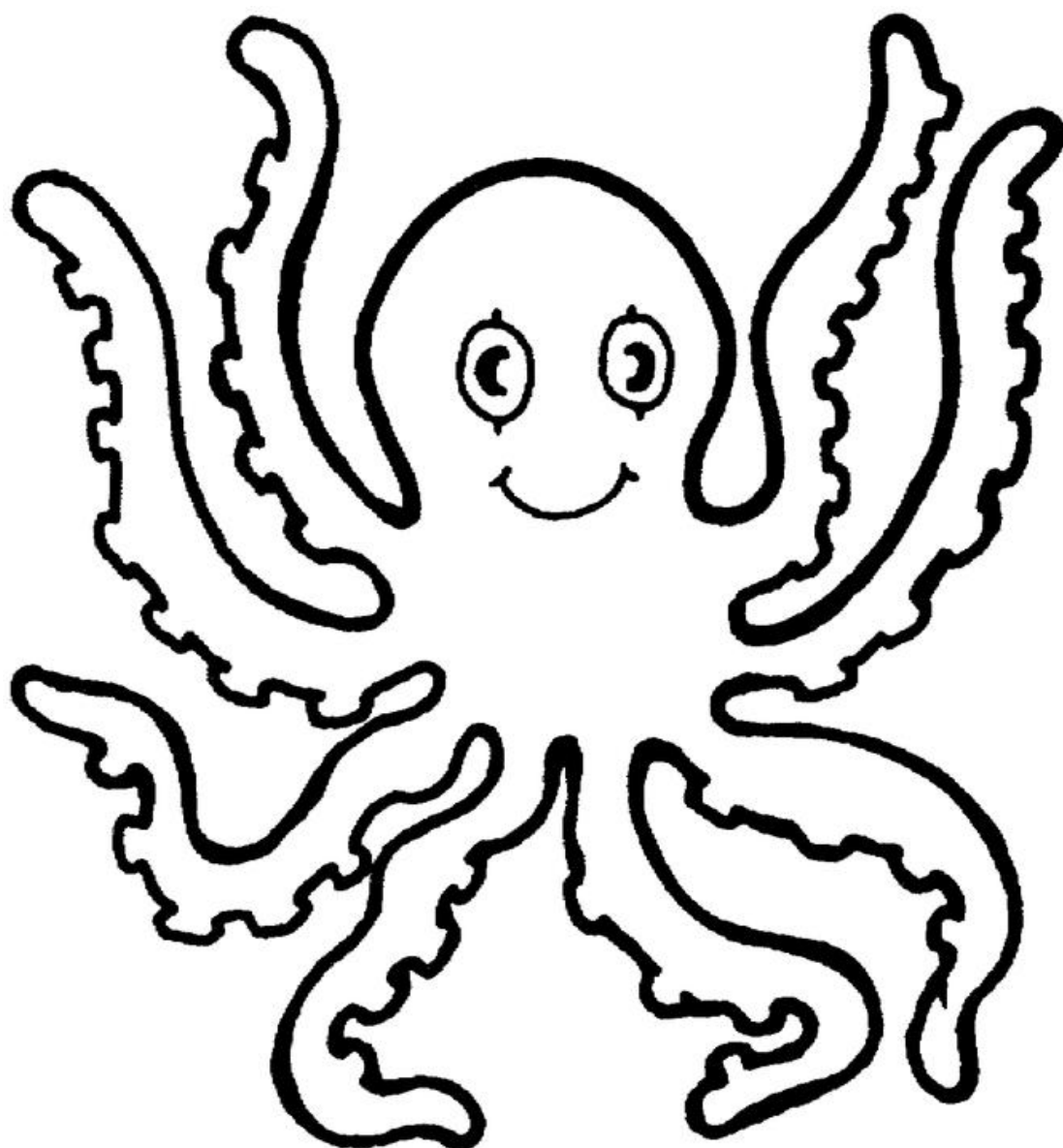


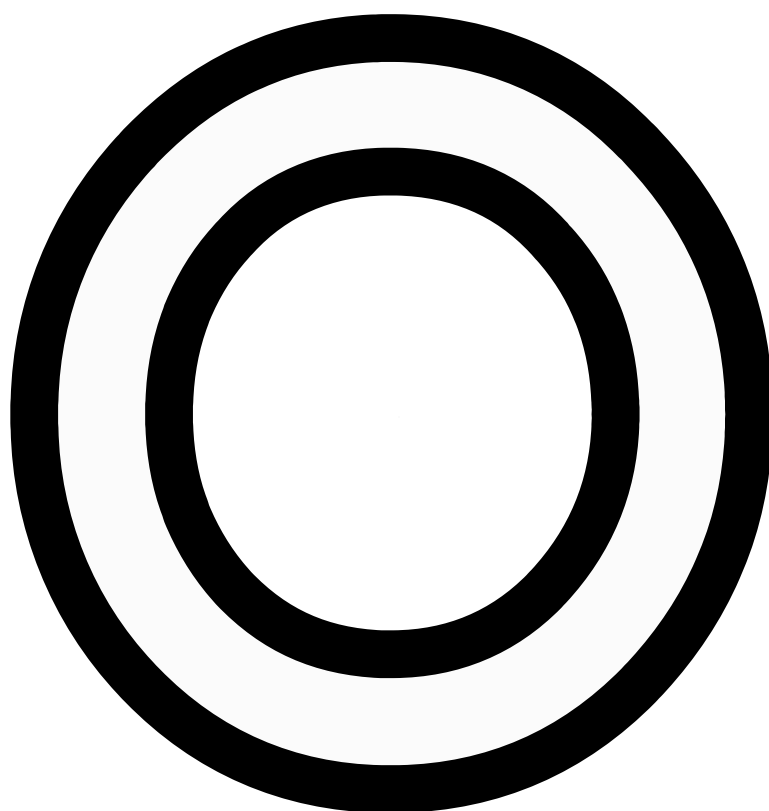
Other Activities

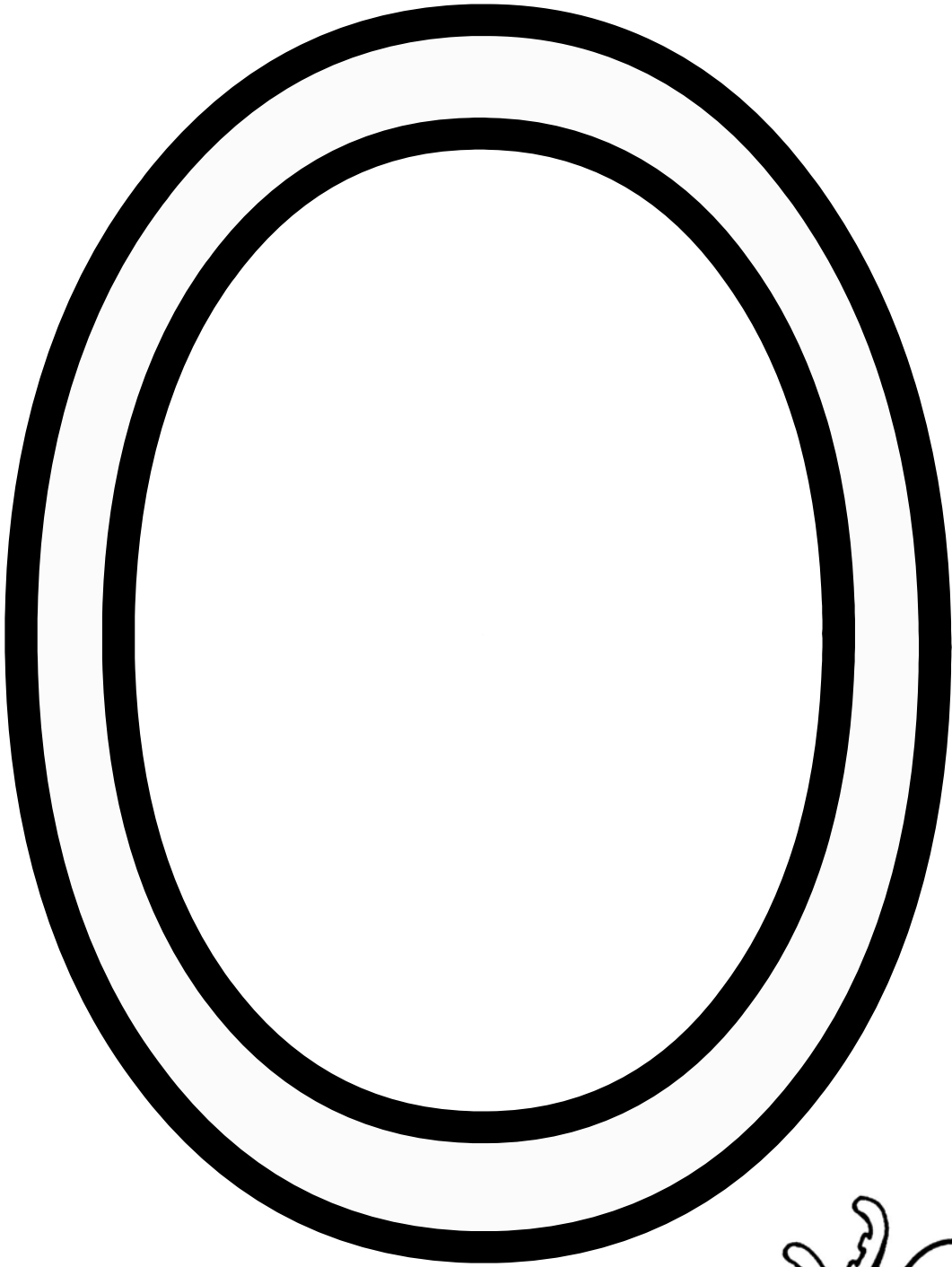
- Learn about octopi.
- Visit the school office.
- Listen to some opera.
- Discuss opposites.
- Learn about oxygen.
- Learn about the ostrich.
- Form O's with your fingers, arms, mouth.
- Visit the school office. Set up an office center.
- Make a list of opposites.



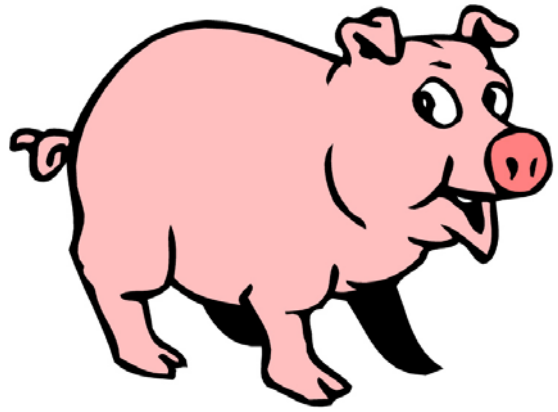
Oo







P p



Information

Sound

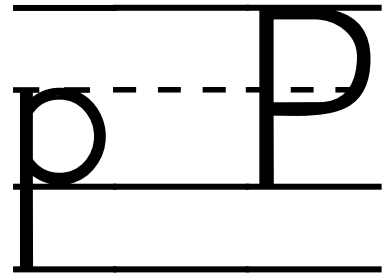
/p/ as in pet. /p/ is a small explosion of air. If the children hold their hands in front of the mouth they can feel the air. Unvoiced.

Sound Association

the popping popcorn sound

Letter Formation

To form **the lower case p**, make the vertical line first beginning at the dots. Then put the pencil point on the dots at the top of the circle, and draw the circle to the left.



To form **the upper case P**, draw the vertical line first, top to bottom, and then draw the rounded line beginning at the top again.

Key Words:

pig, popcorn, pencil, pizza, pie, people, pet, park, party, present, paper, pilot, paint, pin, picnic puppy, please, pumpkin, pony, parade

Story

My name is Pete Pig. I am bright pink and I have pretty spots. I like to pick up pine cones, pumpkins, pencils and pearls. I have a pet parrot who likes to listen to the piano. I live on a porch near a pool. I like to eat pizza with pineapple on it. I also like to munch on popcorn and peanuts. I like to paint pictures with purple paint.

Praise

Perfect! Positively perfect! Pretty!

Teaching the letter Pp and the /p/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Pp and talk about the 'big' or capital P and the 'small' or lower case p.

Discuss the sound /p/ and the fact that the sound is different from the letter name.

Say, "p says /p/ as in 'pig'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /p/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /p/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'P' and 'p' body letters on the floor, using several students. Have these students make the /p/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with popcorn, peas (dried), peanuts - in or out of the shell, pipecleaners, puzzle pieces, pumpkins and pumpkin seeds, paint



Make Tactile Letters

Glue dried peas onto the 'p' letter!

You can also use popcorn or old puzzle pieces to the letter outlines.

Songs and Games

"Peter, Peter, Pumpkin Eater" (that nursery rhyme may not be politically correct...)

"Pop Goes the Weasel", "Pawpaw Patch"

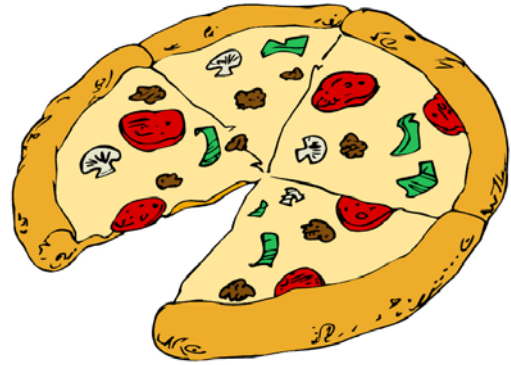
"Pussycat, Pussycat"

Punchinella

Pin the Nose on the Pig

Puzzles, Pick-Up-Sticks

Do Parachute Play



Poem

Pete's a plump pig.

He is pretty fat.

He eats pie and pizza

With popcorn on that.

Art Ideas

- Bend pipecleaners to form shapes, etc.
- Make pickle or potato prints. Cut pickles and press them in pink paint and then onto paper. Do this with a partner!
- Make a pasta necklace or collage.
- Make puppets.
- Make parachutes with kleenex and thread.
- Painting, of course.
- Paper Plate - Glue 'p' pictures to a paper plate.
- Pinwheels
- Make a picture with purple and pink.

Food

Pancakes, popcorn, peas, peppers, pie, pineapple, pudding, potatoes, peanuts, peaches, pears, parsley, pickles, peanut butter, pasta, pretzels, pizza, potato chips

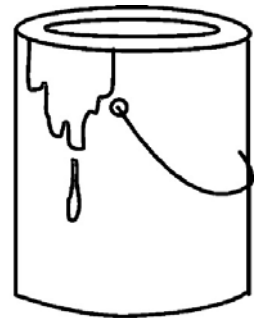
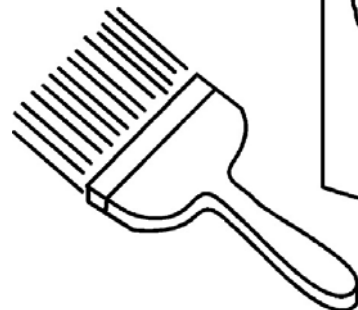
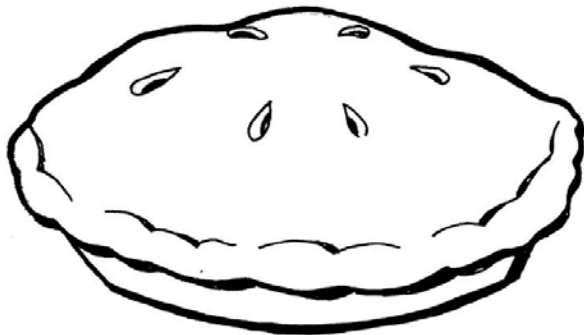
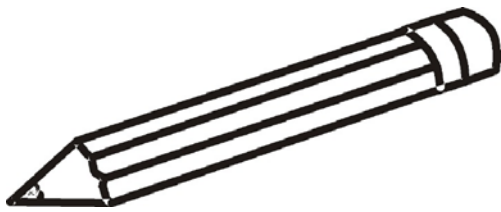
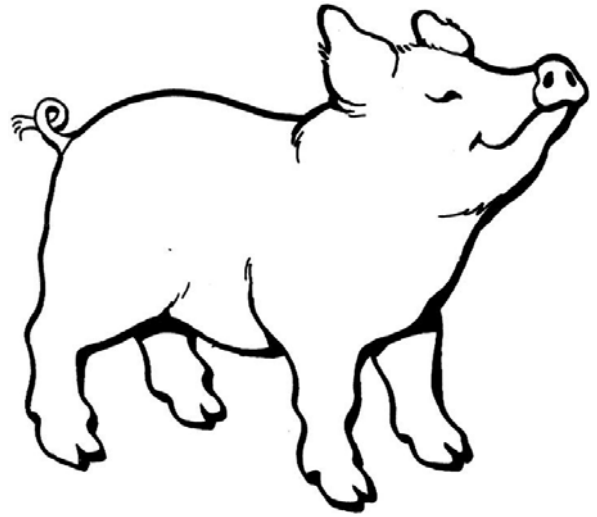
- Pop popcorn.
- Prepare potatoes in different ways and graph the favourites.
- Peel a pear
- Eat purple popsicles
- Drink purple juice.

Other Activities

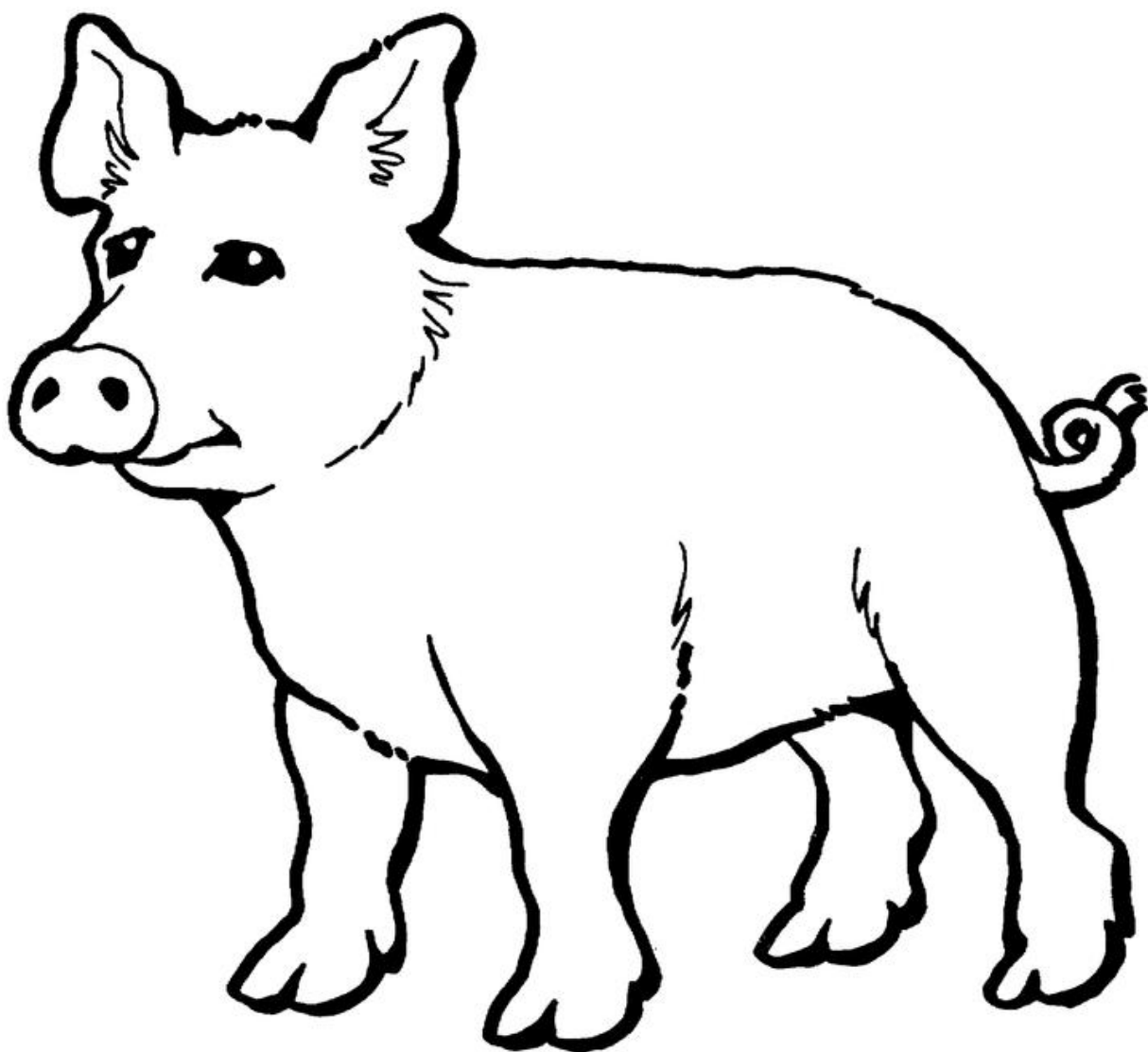
- Learn about penguins.
- Have a puppet show.
- Brainstorm things that are pretty.
- Graph favourite pets.
- Cut apart a pumpkin.
- Have a policeman visit.
- Go to the park.
- Make patterns - make a pattern with colours, shapes, or numbers.
- Go on a picnic. Have a picnic in the park!
- Play with silly putty.
- Have a pyjama party.
- Learn about pirates.
- Listen to someone play the piano.

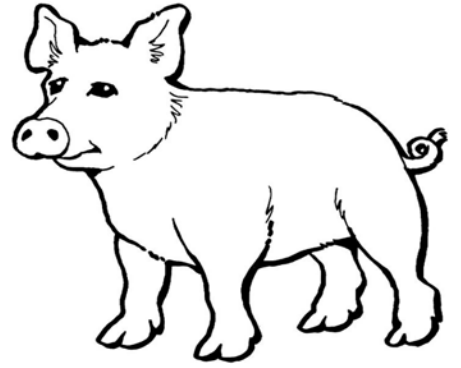


Pp



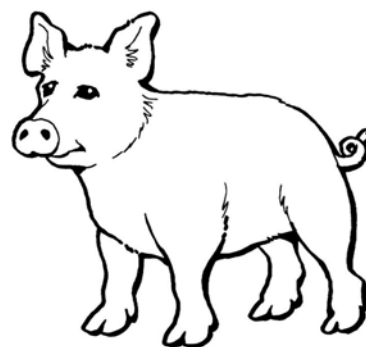
Pp





p

P



qu



Information

Sound

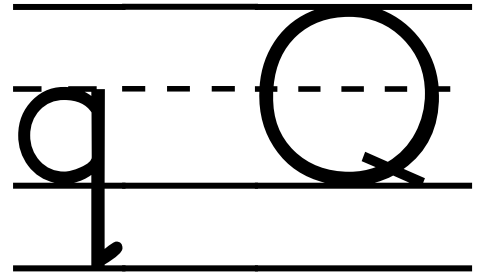
/qu/ as in quit. Always teach the 'q' with the 'u', as 'q' is never seen alone. The sound is /kw/. Voiced.

Sound Association

the sound of /kw/

Letter Formation

The **lower case q** begins with a circle, beginning at the top and drawn from left to right. Begin the vertical line at the dots, just touching the circle. Curve the line to the right at the dots below.



To make the **upper case Q** make an upper case O and then a small line crossing it.

Key Words:

queen, quilt, question, quill, quarter, quartet, quail, quarterback, quiver, quarrel, quick, quiet

Story

My name is Miss Quackers. I love to quack when it is quiet. I like to answer questions about quacking. My job is making quilts for the queen. I work quickly and quietly and I never quarrel. The queen pays me eight quarters for each quilt. I will never quit!

Praise

Quite _____! You are quite quiet! Quick! Quite a good question!

Teaching the letter Qq and the /qu/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Qq and talk about the 'big' or capital Q and the 'small' or lower case q. Teach that q never is seen without the u partner.

Discuss the sound /qu/ (or /kw/) and the fact that the sound is different from the letter name.

Say, "qu says /kw/ as in 'queen'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /qu/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /qu/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'Q' and 'q' body letters on the floor, using several students. Have these students make the /qu/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with quarters, or quilt squares.



Art Ideas

- Make a paper quilt. Each child can make one square.
- Make a quill from a feather and the children can write with ink.
- Paint with Q-tips. (This does not teach the sound, of course.)
- Make picture or structures with Q-tips.

Food

Quarter-pounder burger
quince
quinoa
quesadillas, quiche (wrong sound, though)

Songs and Games

Twenty Questions

Poem

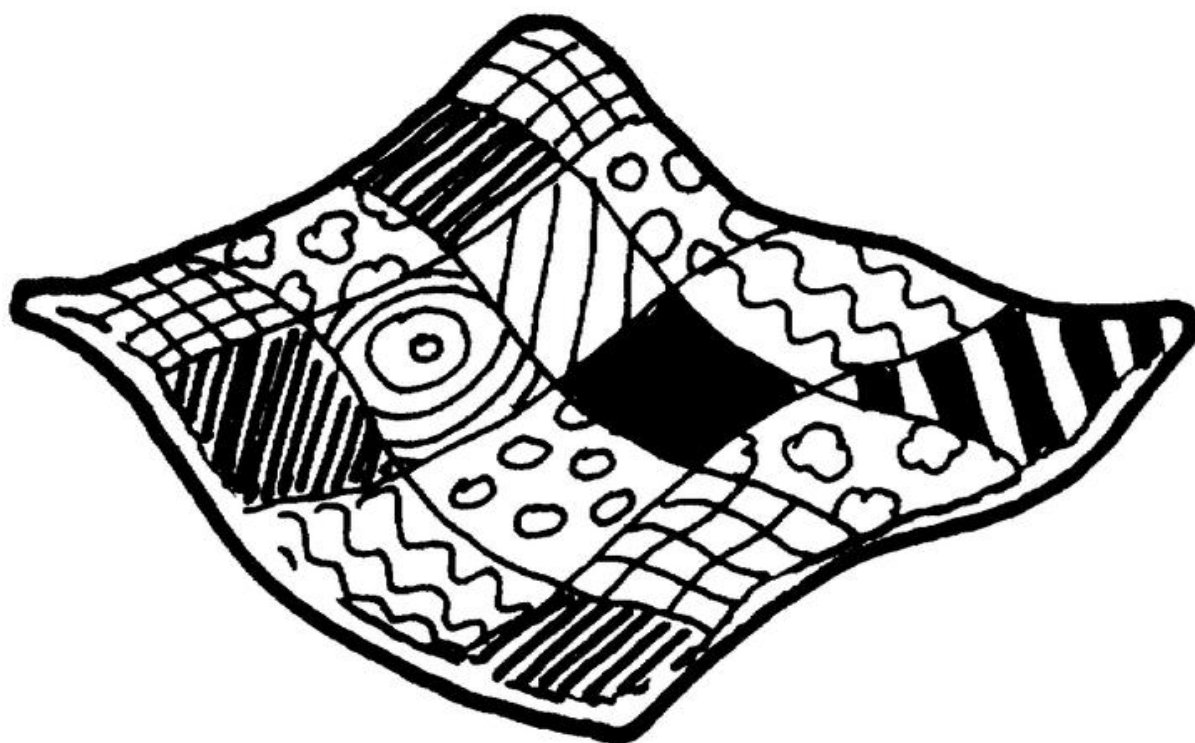
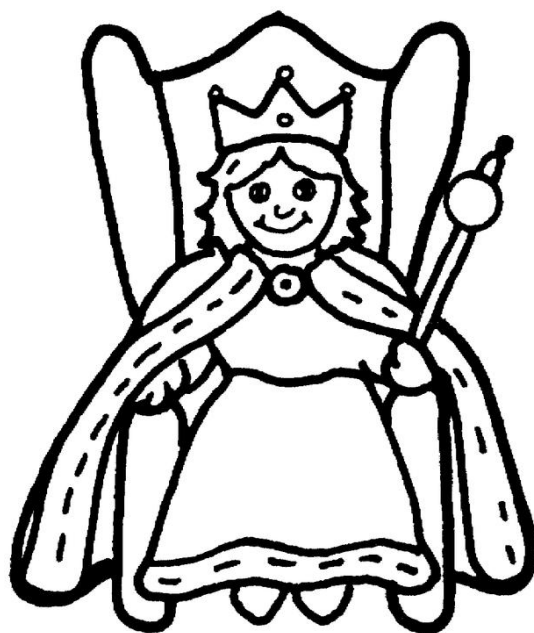
I am a queen.
On a throne I must sit.
It is quite boring.
I'm going to quit!

Other Activities

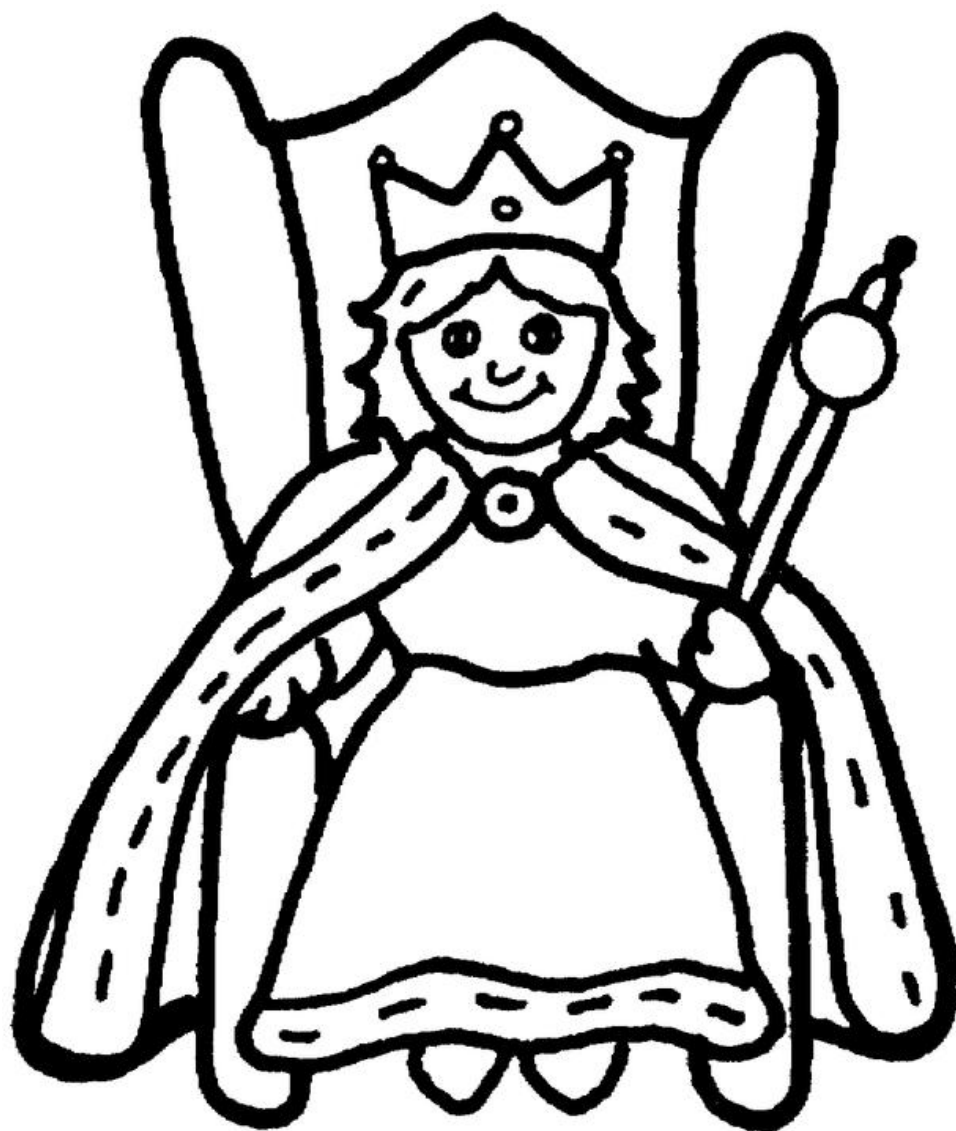
- Talk about Queen Elizabeth.
- Brainstorm quiet things.
- Learn about quail.
- Do math with quarters.
- Do rubbings with quarters.
- Practice being quiet!
- Spend some time doing everything quickly.
- Learn about the question mark. Ask some questions.



Q q

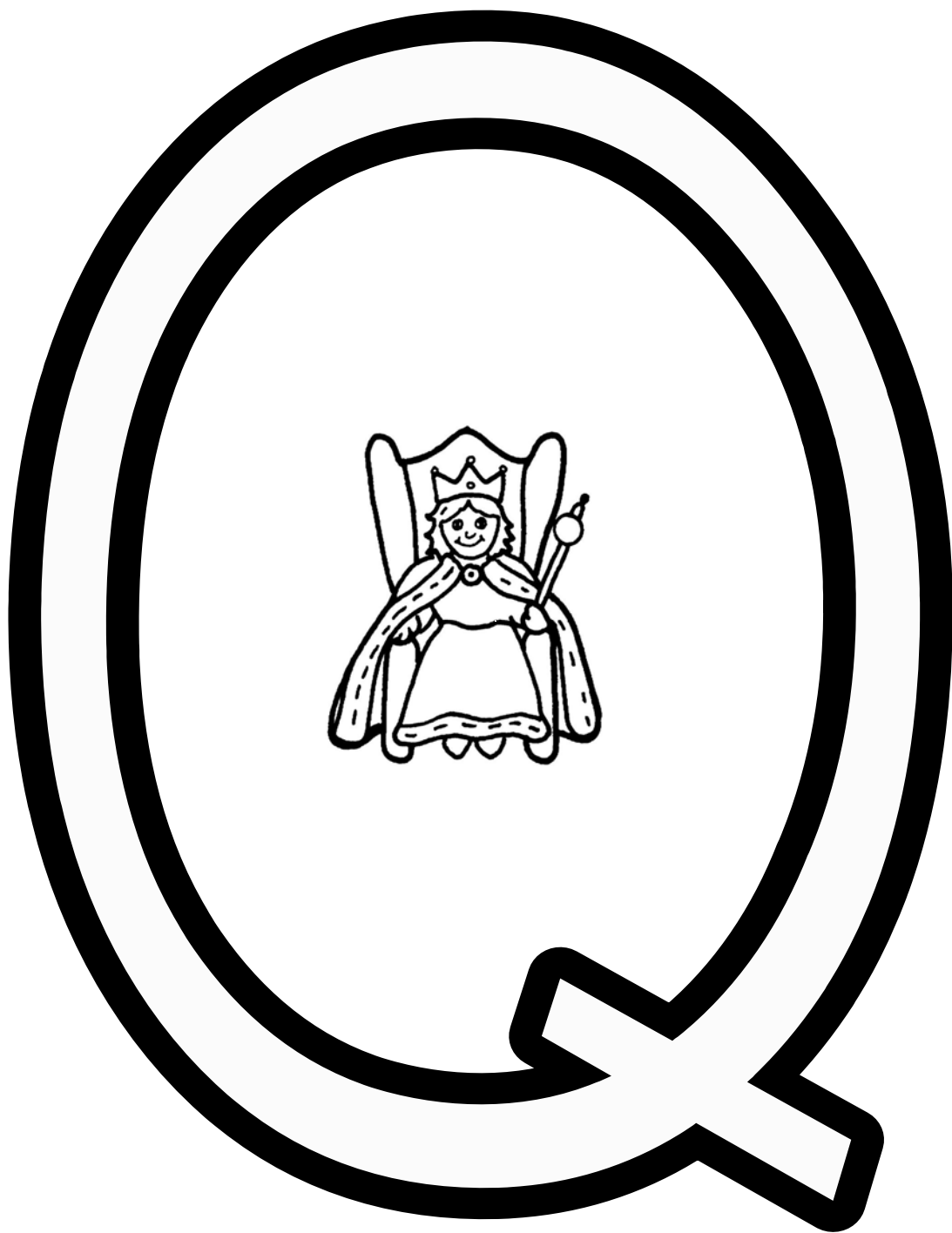


Qq





q



R r



Information

Sound

/r/ as in rat. Keep the sound short. It's not 'ruh'! Voiced.

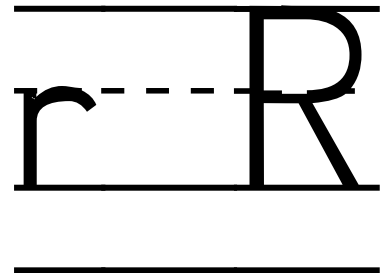
Sound Association

the growling sound

Letter Formation

The **lower case r** begins with a straight line drawn from the dots to the floor, back up the vertical line and a curve over touching the dots at the top of the curve,

To make the **upper case R** first the vertical line is drawn top to bottom. The pencil is lifted and the point goes to the original starting point to make the curve, into the vertical line at the dots and then angles to the floor.



Key Words:

rat, rabbit, red, rose, rooster, ring, radio, road, rocket, rain, rainbow, race, rug, rock, robin, reindeer, ribbon, rope, robot, run

Story

Roger is a red rooster who likes racing in a raft on the river. He likes to eat radishes, roasts and raisins. He wears a ring on a rose ribbon around his neck. He likes to run with his friend Rocky Rodent. They can run right past the restaurant. They like to rest after each race and drink rootbeer.

Praise

Really _____! Remarkable! All right!

Teaching the letter Rr and the /r/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Rr and talk about the 'big' or capital R and the 'small' or lower case r.

Discuss the sound /r/ and the fact that the sound is different from the letter name.

Say, "r says /r/ as in 'ring'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /r/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /r/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'R' and 'r' body letters on the floor, using several students. Have these students make the /r/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with rice, ribbon, rope, rocks, raisins.

Make Tactile Letters

Glue rice or raisins to the letter outline.

Make the letters with ribbon.

Go outdoors and make the letters with rocks.



Songs and Games

"Rain, Rain, Go Away", "Row, Row, Row Your Boat"

"I've Been Working on the Railroad"

Run races, Red Rover, do relay races.

Go outdoors and run, run, run!

Art Ideas

- Make a rabbit head using a paper plate and two long ears.
- Make a rainbow.
- Paint rocks.
- Build rockets.
- Make rubbings.
- Make a picture using only rectangles.
- Make a picture only using red crayon or paint.

Food

Raisins, raspberries, rhubarb, rice, rolls, radish, rice cake

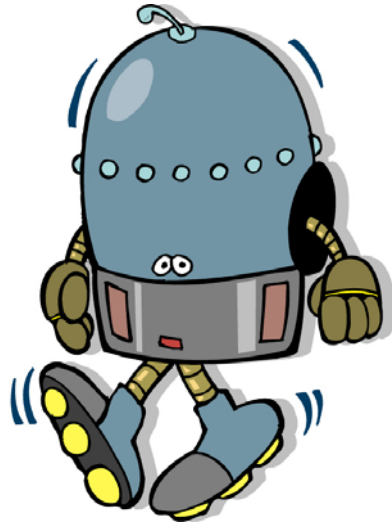
Poem

Roger is a robin.
His breast is really red.
Every day for breakfast
He pulls a worm from bed.

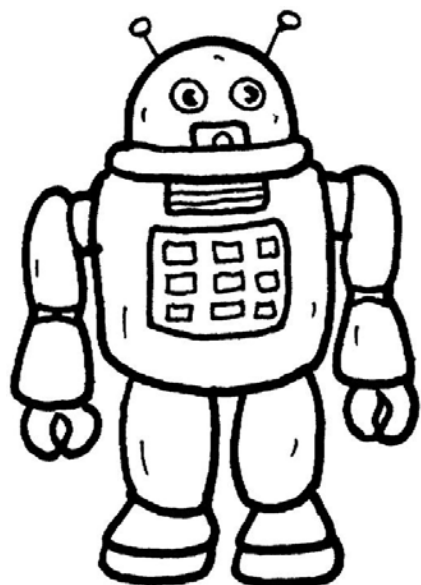
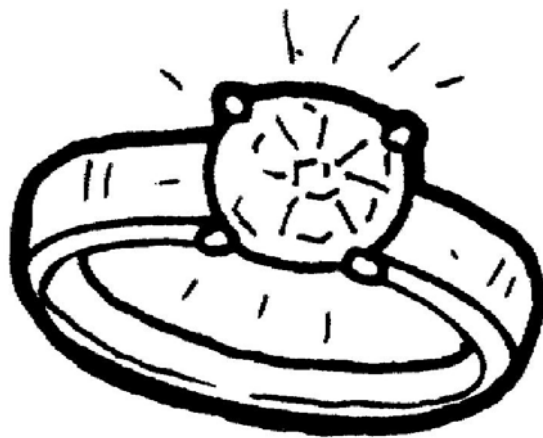
Other Activities

- Use a ruler.
- Use rhymes.
- Tell riddles.
- Build a rocket.
- Discuss reflections.
- Learn about rectangles.
- What is rain?
- Plant radish seeds - they grow very quickly!
- Listen to the radio.
- Pretend to be robots.
- make a rock collection.
- Recycle.

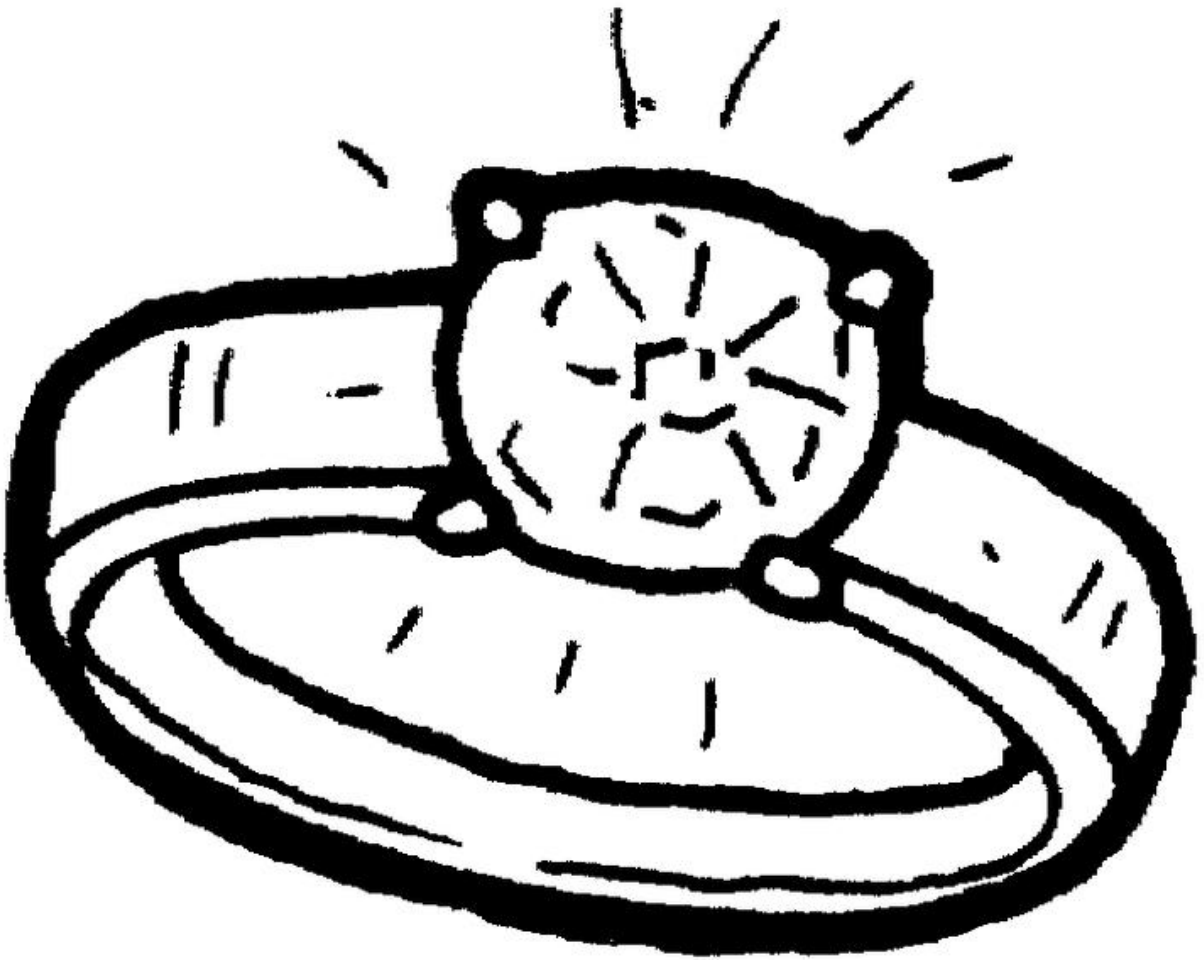
Read, read, read!

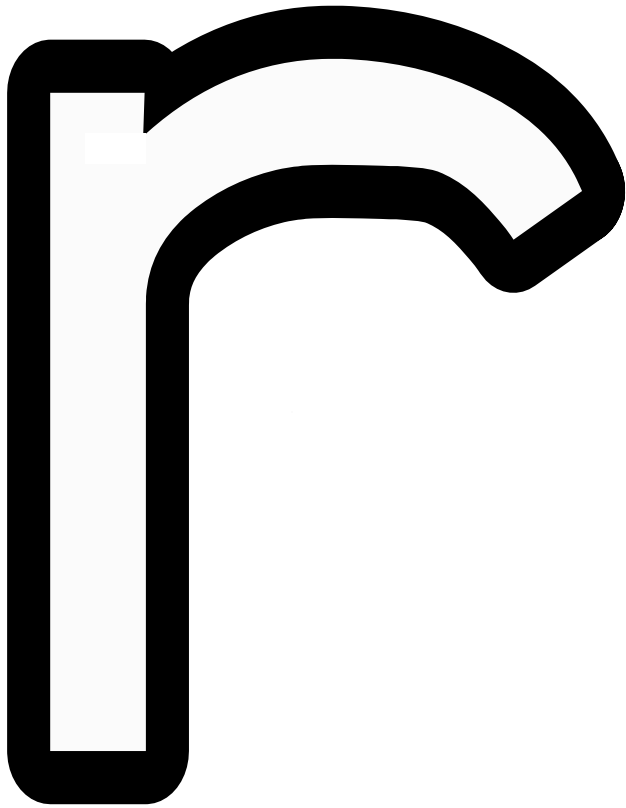


Rr



Rr





R



S s



Information

Sound

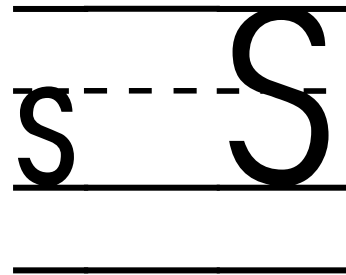
/s/ as in snake. /s/ is unvoiced.

Sound Association

/s/ is the sound a snake makes.

Letter Formation

For the **lower case s**, begin just below the dotted line, curve up to touch the line, around and down to touch the bottom line, around and up slightly.



The **upper case S** is formed in exactly the same way. To help the children learn to form the S, you can make a large S on the ground outside or the playground cement with chalk and have the children walk the S path. Make it large in the air with arm motions to show smooth curves. Use tactile surfaces to practice the pattern.

Key Words:

soap, stone, school, sock, skirt, smile, sad, silly, Santa, spider, star, sun, store, snow, sand, sunshine, seashore, spaceship, scarecrow

Story

Sid and Sally Snake were brother and sister. They liked to slither and slide on Saturday and Sunday. On a sunny day they would sleep under a slimy rock. On cloudy days they didn't sleep, they would slide past slugs and spiders and slither past snails and seashells. Sid and Sally had silvery sleek skin.

Praise

Simply smashing! Smart thinking! Supercalifragalistic.....etc. Sweet! Supreme! Sublime!

Teaching the letter Ss and the /s/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Ss and talk about the 'big' or capital S and the 'small' or lower case s.

Discuss the sound /s/ and the fact that the sound is different from the letter name.

Say, "s says /s/ as in 'sun'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /s/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /s/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'S' and 's' body letters on the floor, using several students. Have these students make the /s/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with seeds, sequins, sand, salt, sugar, snow, string, soap, satin

Make Tactile Letters

Glue sand or seeds to the letter s.

Cut the letter 's' out of sandpaper.

Songs and Games

"Sing a Song of Sixpence", "Skip to my Lou".

Play "Snakes and Ladders", "I Spy", skipping, "Simon Says"

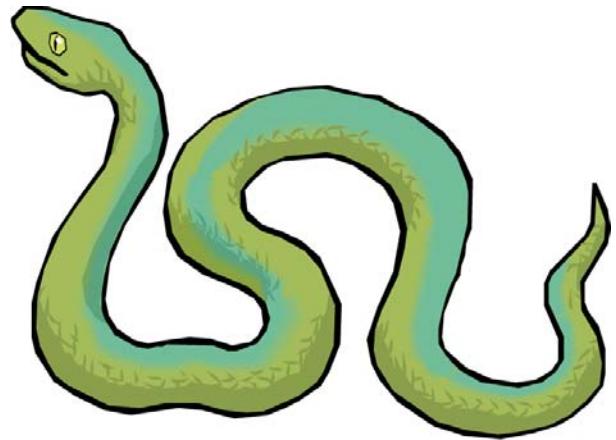
Play soccer.

- Sing silly songs while playing on a seesaw or while skipping.
- Be slithering snakes.



Poem

Sammy is a slimy snake
He slithers on the ground.
When he sees you coming
He wiggles all around.



Art Ideas

- Draw large snake shapes and paint or colour them bold colours.
- Make sock puppets.
- Make snakes or spiders out of sandpaper.
- Do Scribble Art.
- Blow through straws and blow paint around the paper.
- Make big sunflowers.
- Make spider web designs.

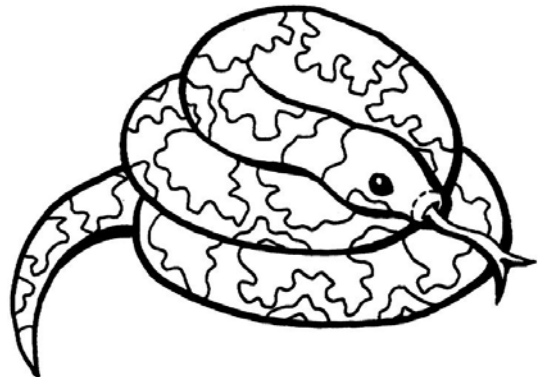
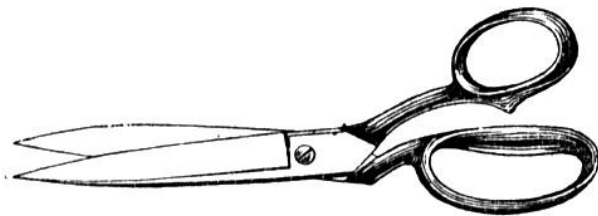
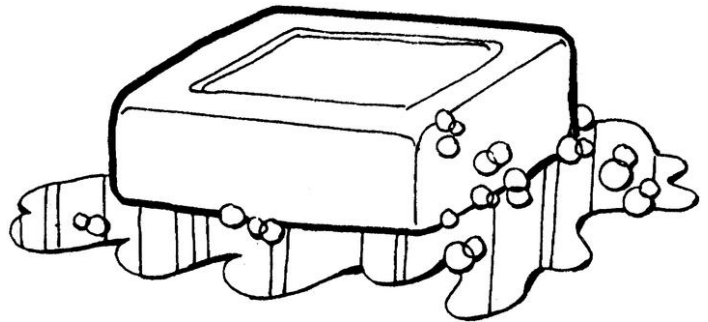
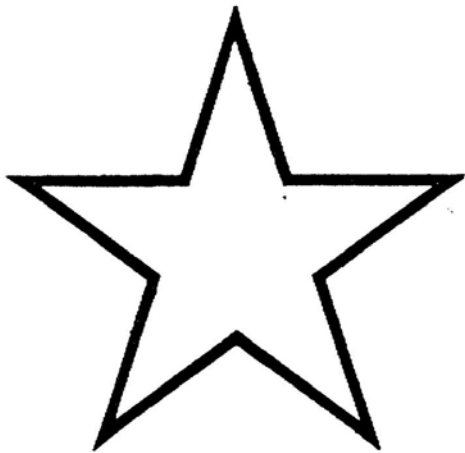
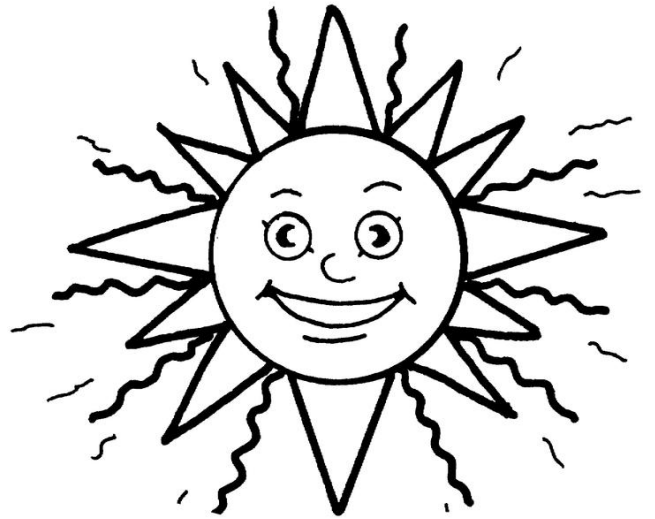
Food

Soup, sandwiches, suckers, spaghetti, squash, salad, sugar, salsa, strawberries

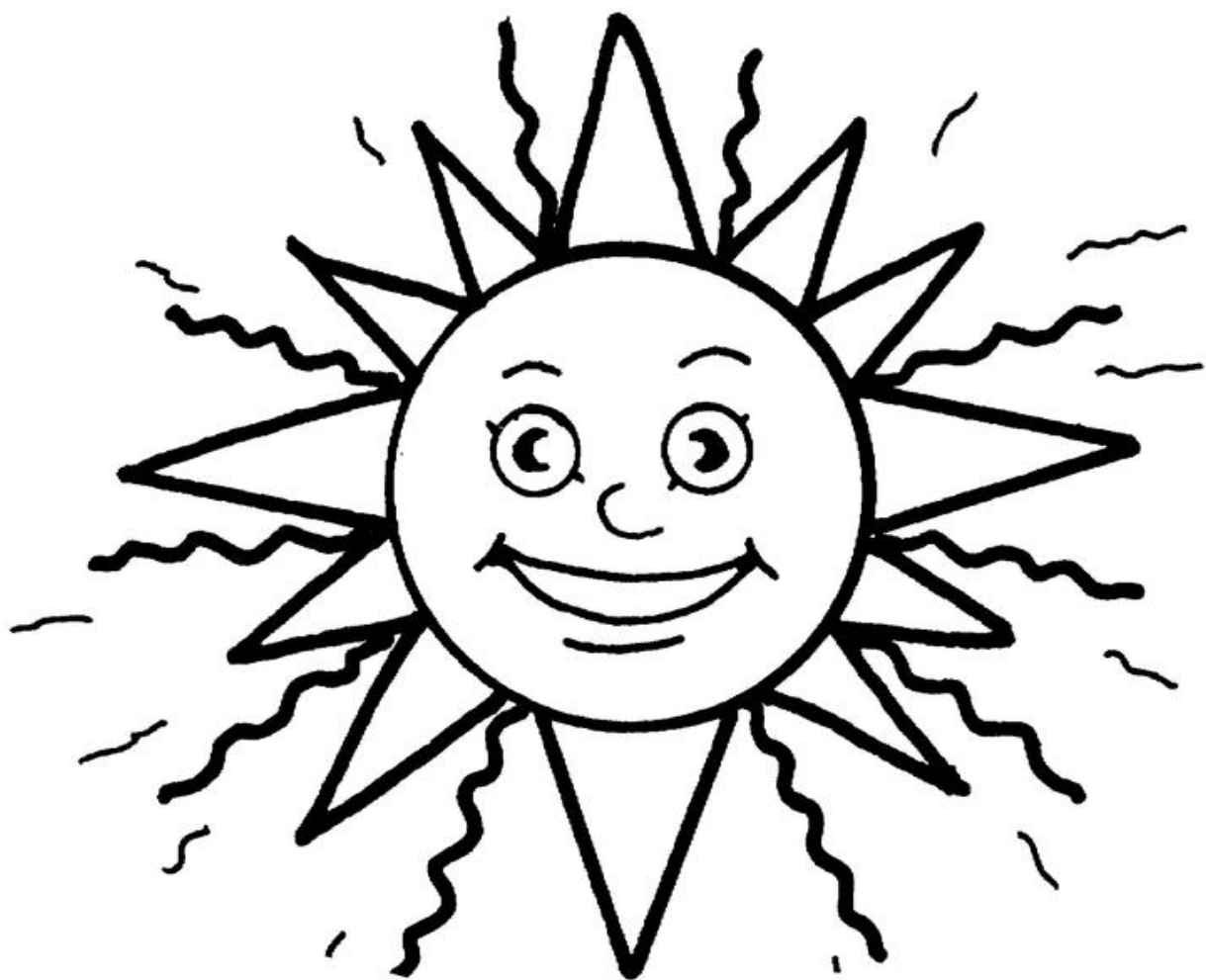
Other Activities

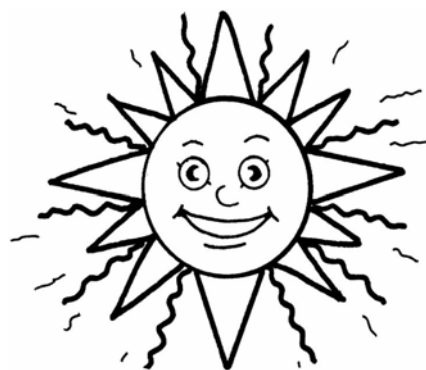
- Draw your school.
- Visit the school secretary.
- Talk about space.
- Read lots of stories.
- Build a snowman.
- Build a sandcastle.
- Work with the numbers six and seven.
- Learn about the stars. Draw stars.
- Learn the four seasons.
- Plant seeds.
- Make silhouettes of each child.

Ss



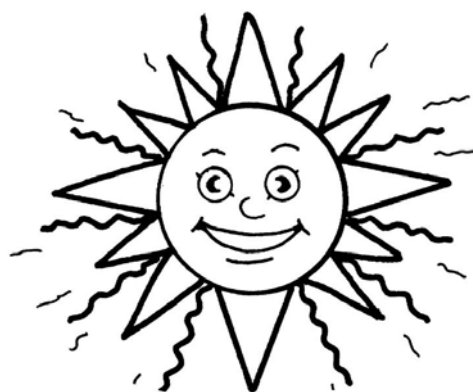
Ss



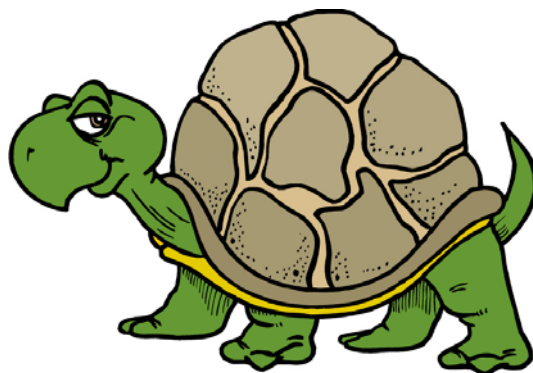


S

S



T t



Information

Sound

/t/ as in 'ten'. Keep the sound of /t/ very short and quick. The sound is NOT 'tuh! /t/ is unvoiced. The sound is made in the mouth with the tongue and air.

"Tick-tock, tick-tock"
Said the grandfather clock so tall.
"Tick-tock, tickety-tock"
Said the kitchen clock on the wall.
"Tickety-tickety-tickety-tick"
Said the very small clock by the bed.
And, "t, t, t, t, t, t, t"

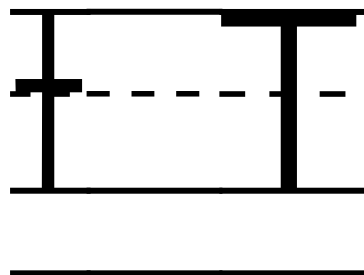
Sound Association

A ticking sound, like an old clock.

Letter Formation

To form the **lower case t**, draw the vertical line beginning from the top and then the horizontal line from left to right on the dotted center line.

The **upper case T** is formed the same way, with the horizontal line at the top.



Key Words:

turtle, tiger, train, tree, toaster, telephone, table, two, ten, truck, tooth, teacher, toy, triangle, teddy bear

Story

Tom Turkey and Tim Turtle are friends. They like to play tag and tug-of-war. Their favourite foods are toast and turnips. They watch TV on Tuesdays and today they will take turns on the tractor. Tom and Tim don't like tornadoes. They are terribly ticklish! They touch toy trains and trucks tenderly.

Praise

Terrific! You have talent!

Teaching the letter Tt and the /t/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Tt and talk about the 'big' or capital T and the 'small' or lower case t.

Discuss the sound /t/ and the fact that the sound is different from the letter name.

Say, "t says /t/ as in 'turtle'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /t/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /t/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'T' and 't' body letters on the floor, using several students. Have these students make the /t/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel and/or do projects with toothpicks, tea bags, tape, triangles.

Make Tactile Letters

For /t/ use toothpicks. When the glue is dry they trace the letter over the toothpicks as they say the sound.

Glue tinsel on letter T's.

Make T's by gluing together tongue depressors.

Songs and Games

Sing "Twinkle, Twinkle, Little Star".

The Teddy Bear's Picnic

I'm a Little Teapot

Play tag or tug of war.

Make a big letter T on the carpet with masking tape. Let children tiptoe on the letter T.



Poem

Tommy is a tiger.
He takes turns every day.
He is never a tattler tail
He's nice in every way!



Art Ideas

- Make pictures using triangles of different colours.
- Make toothpick designs.
- Use different shades of green tissue paper squares and glue them to a simple picture of a tree.
- Overlap tissue paper triangles.
- Have children bring to school one plain T-shirt and decorate with fabric paints or do Tie-dye!
- Make a big tree on a tackboard and decorate it with seasonal leaves or blossoms.

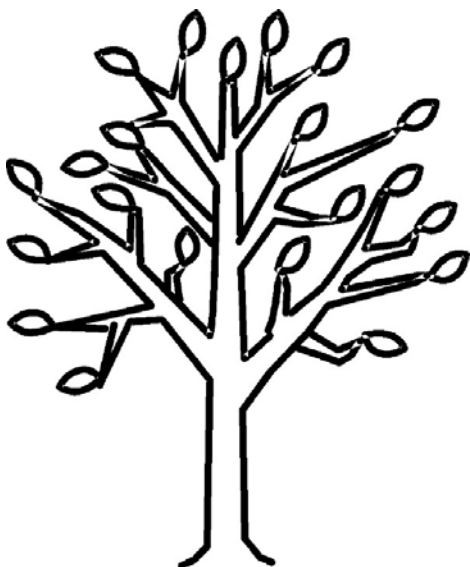
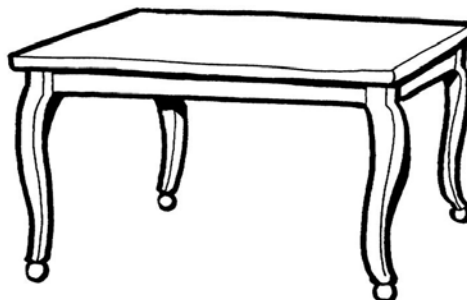
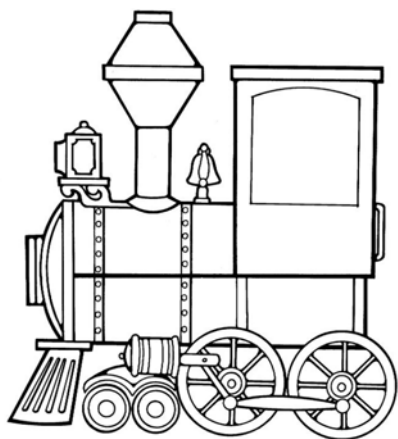
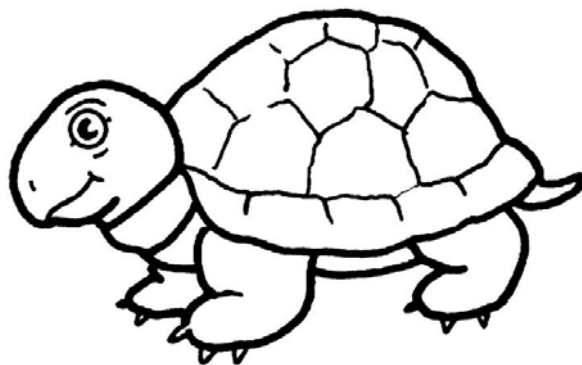
Food

tea and toast, tacos, tomatoes, tarts, tuna, turnips, tangerines

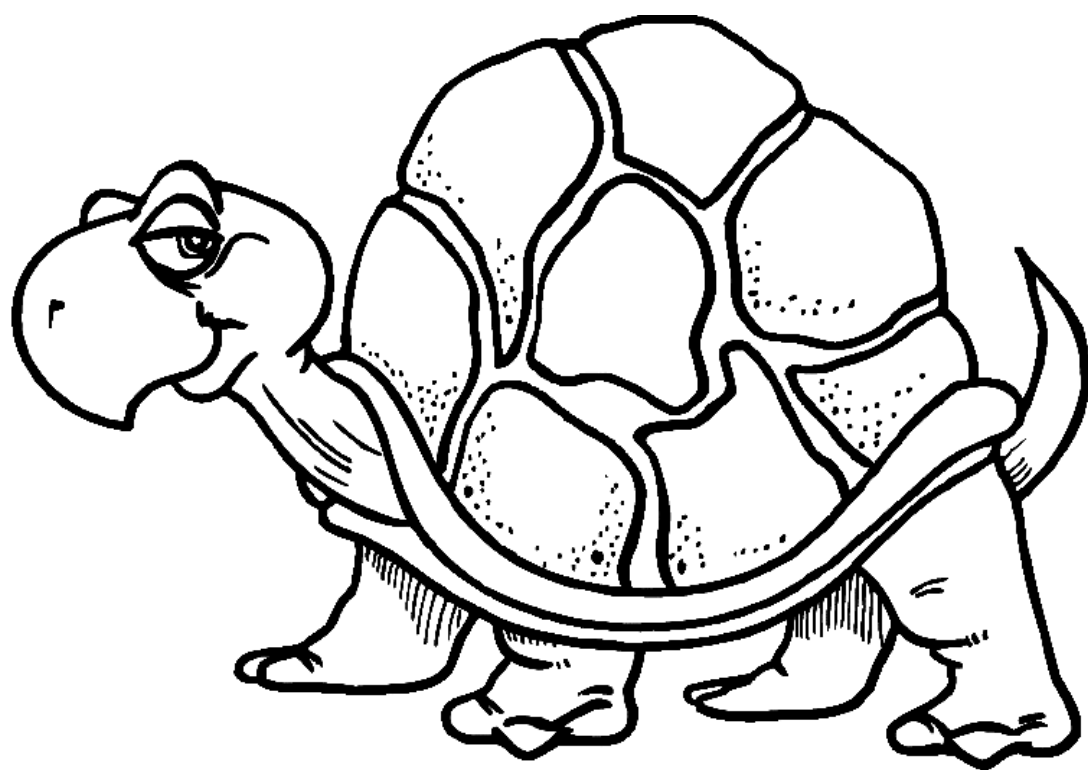
Other Activities

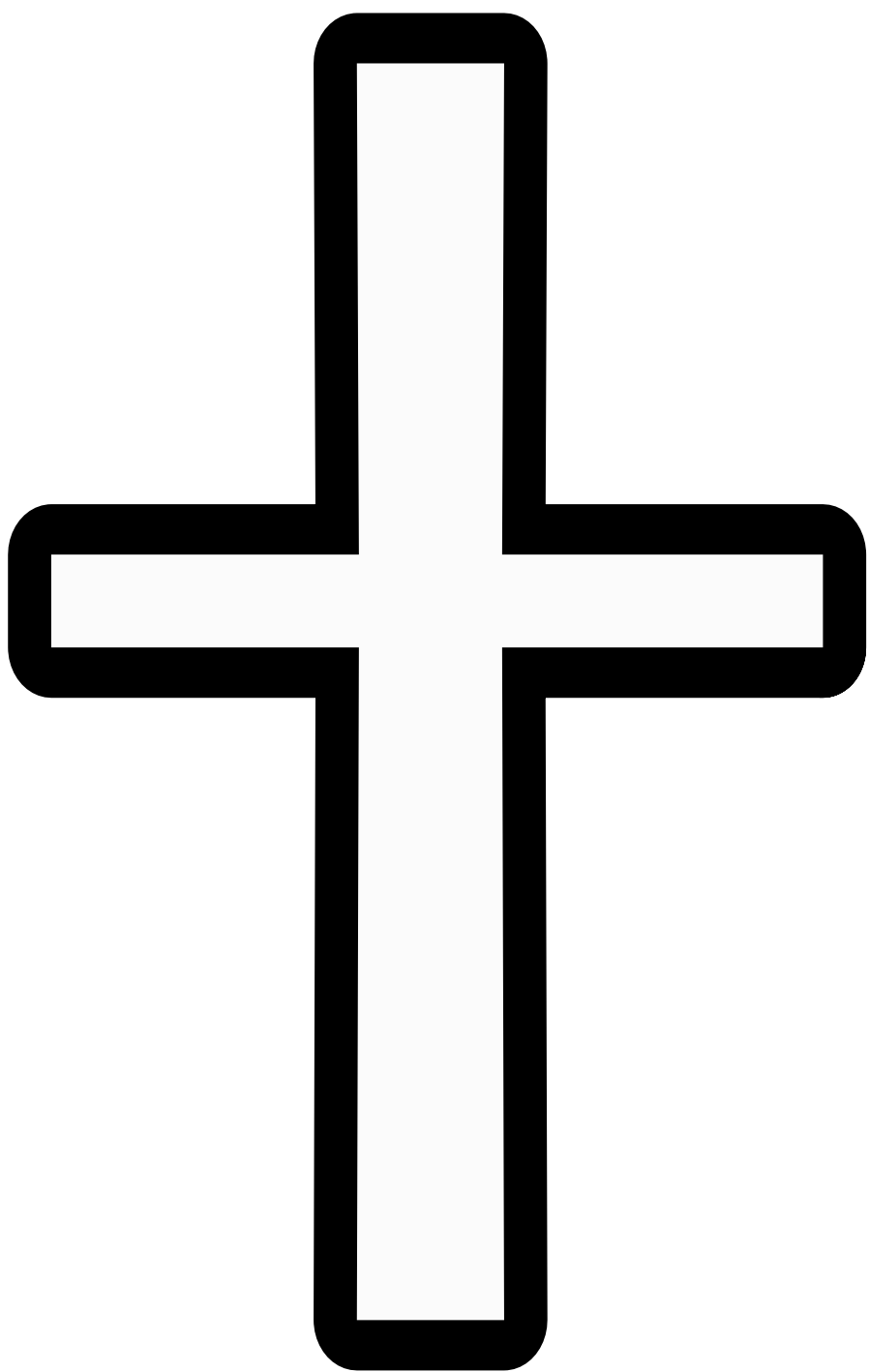
- Learn about turtles.
- Make a tent over a table and play inside. (Put a sheet or blanket over the table.)
- Go outside and look at different trees.
- Learn about temperature.
- Learn about triangles.
- Tell time.
- Have a tea party.
- Build a tower. See how tall they can build it!

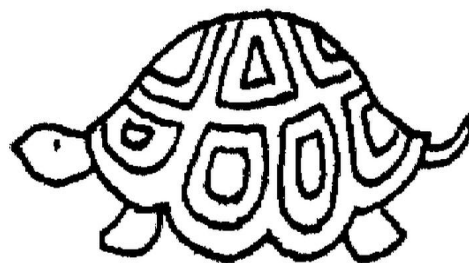
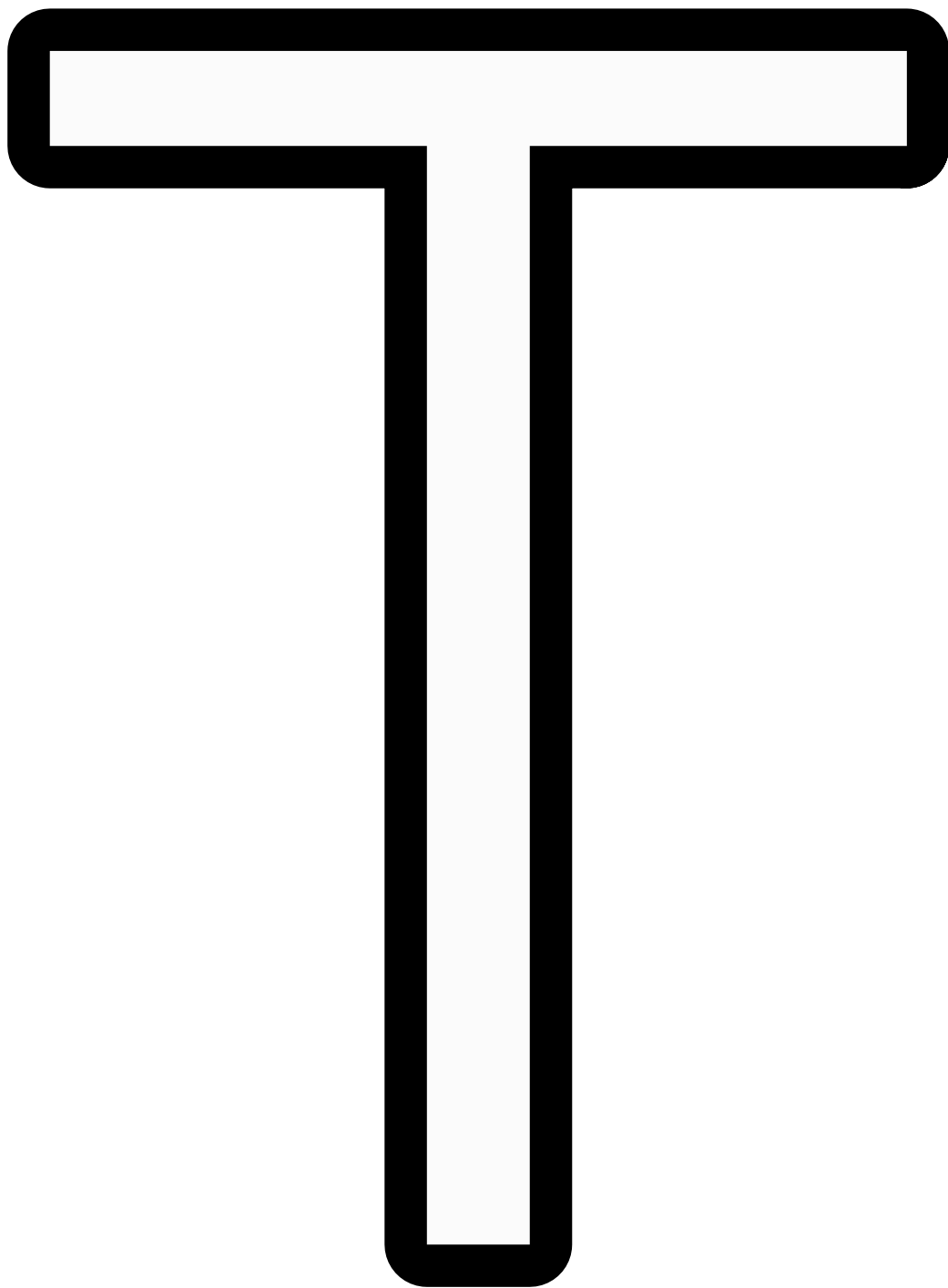
T t



T t







U u



Information

Hand Motion

Hold up the hand so the pointer finger is up and the thumb is out to the side. The 'u' shape is between the thumb and first finger. This could be pointing 'up' or the handle of an umbrella.

Sound

/u/ as in up. 'U' is the fourth vowel.

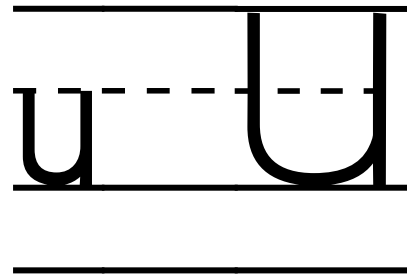
Sound Association

The 'thinking' sound. We say /u-u-u/ as we are thinking what to say.

Letter Formation

To make the **lower case u** begin at the dots, make a curve that touches the floor, touch the dotted line again and then make a straight vertical line back to the floor.

Make the **upper case U** as the lower case.



Key Words:

umbrella, up, umpire, untie, unequal, ugly, us, under, underpass, uncle, upstairs

Praise

Unsurpassed! Unusual! Ultimate!

Teaching the letter Uu and the /u/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Uu and talk about the 'big' or capital U and the 'small' or lower case u.

Discuss the vowels and that 'u' is a vowel.

Discuss the sound /u/ and the fact that the sound is different from the letter name.

Say, "u says /u/ as in 'umbrella'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /u/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /u/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'U' and 'u' body letters on the floor, using several students. Have these students make the /u/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Go for a walk with an umbrella.

Make Tactile Letters

Cut the letters 'U' and 'u' from magazines and glue them to the U paper.

Songs and Games

- Throw a ball underhand
- Walk upstairs



Art Ideas

- Draw umbrellas and decorate them.
- Draw a picture of your uncle.
- Draw a picture of 'up'.

Food

upside-down cake

Poem

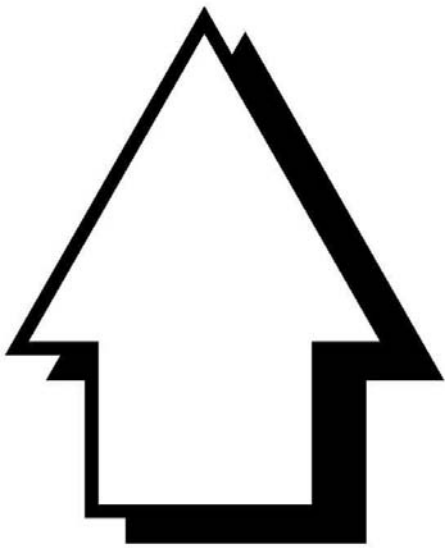
Bud has an umbrella.
He puts it up for fun.
Up, up goes his umbrella
Even in the sun!



Other Activities

- Brainstorm things that go up.
- Bend pipe cleaners into 'U' shapes.
- Bring in a photo of your uncle to share.
- Make a mural with a picture of each child in the class. Us!
- Listen to the story of 'The Ugly Duckling'.

Uu

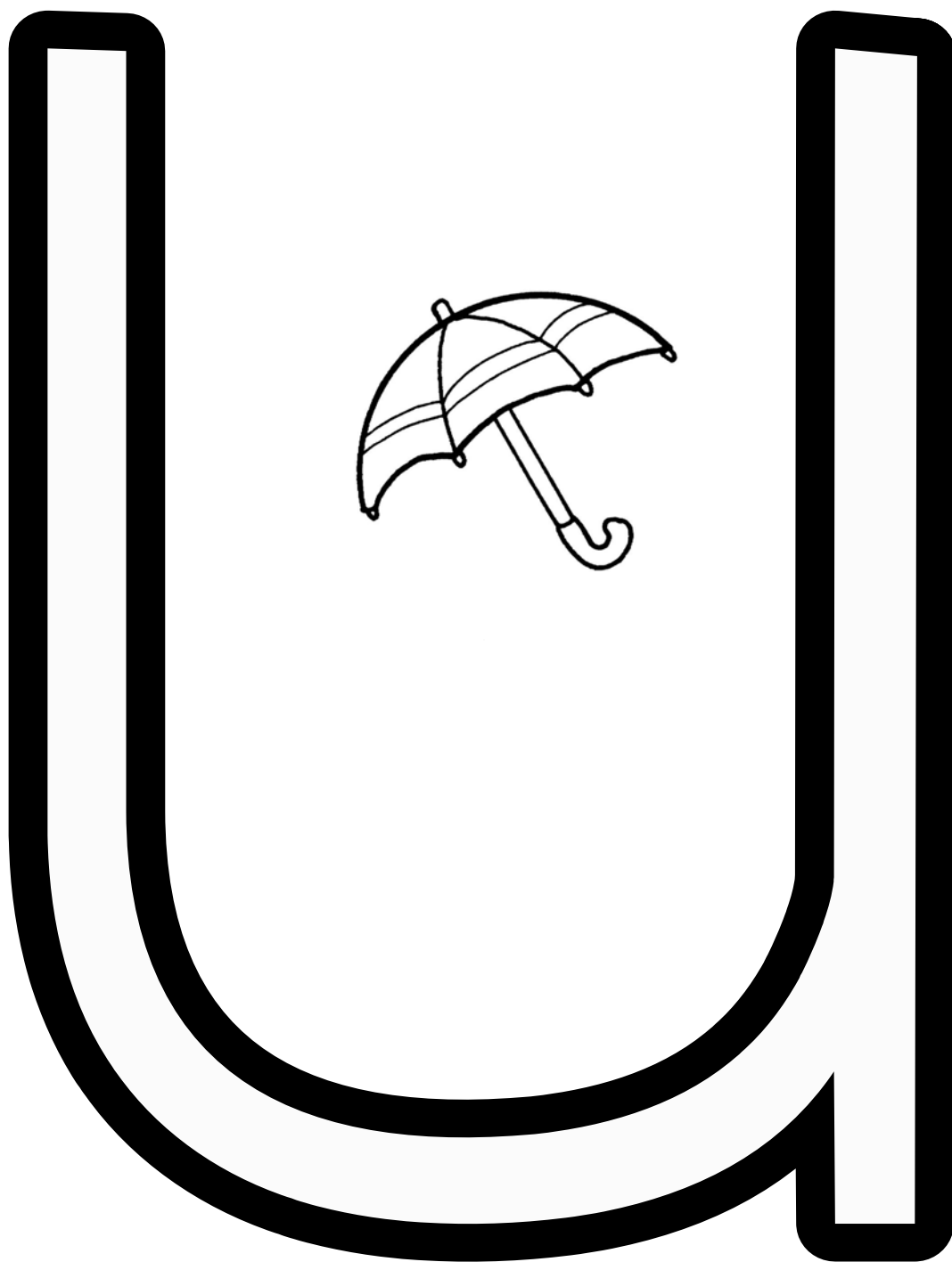


Uu



u





V v



Information

Sound

/v/ as in van. /v/ makes the lip vibrate. Voiced.

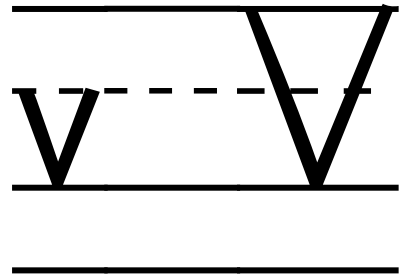
Sound Association

the 'fly' sound

Letter Formation

The **lower case v** begins with a straight angled line drawn from the dots to the floor, and then angled back to the dotted line.

The **upper case V** begins at the left top and is made with two straight lines without lifting the pencil.



Key Words:

van, violin, vase, Valentine, vacuum, vine, velvet, vest, voice, vehicle, veterinarian, vulture, van, vegetable

Story

My name is Vince Vulture. I have lots of vim, vigor and vitality because I eat vegetables and take my vitamins. My seven brothers and sisters love to wear velvet clothes when they go on vacation to see a volcano. I have a violet vest and a veil on my hat that I wear when I play my violin.

Praise

Very _____! Valuable!

Teaching the letter Vv and the /v/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Vv and talk about the 'big' or capital V and the 'small' or lower case v.

Discuss the sound /v/ and the fact that the sound is different from the letter name

Say, "v says /v/ as in 'vacuum'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /v/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /v/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'V' and 'v' body letters on the floor, using several students. Have these students make the /v/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with velvet, violets (silk flowers), velcro. Have the children decorate the letter V with Velcro cutouts.

Make Tactile Letters

Glue pieces of velvet to the letter outline.

Games

Play a simplified volleyball, or go to watch older children play.

Art Ideas

- Draw a vase full of violets.
- Make vegetable prints.
- Make a vest from a paper bag and decorate it.
- Make Valentines.
- Put 'v' words on a decorative vine.
- Learn to cut a vase - fold a paper and then draw an 'S' from the top to the bottom of the folded paper. Cut on the S. Open it to see the vase.

Food

Vegetables, vanilla. vanilla cookies, vanilla pudding

Poem

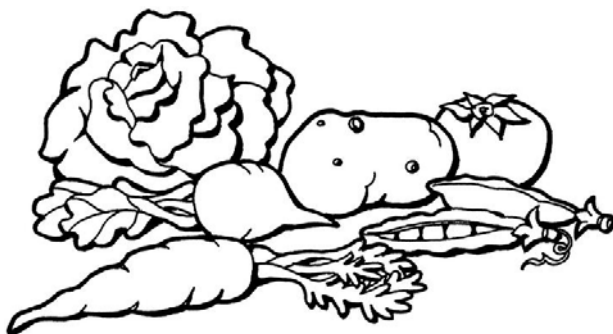
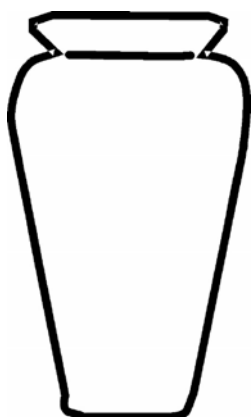
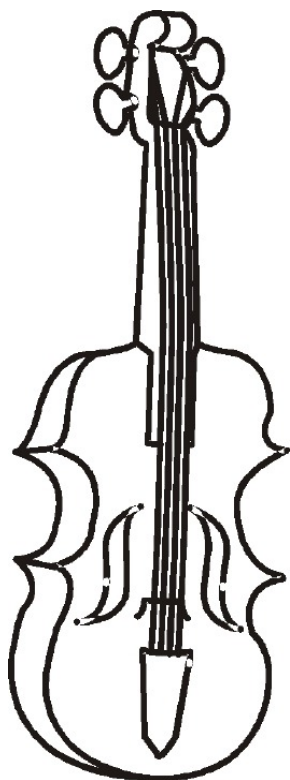
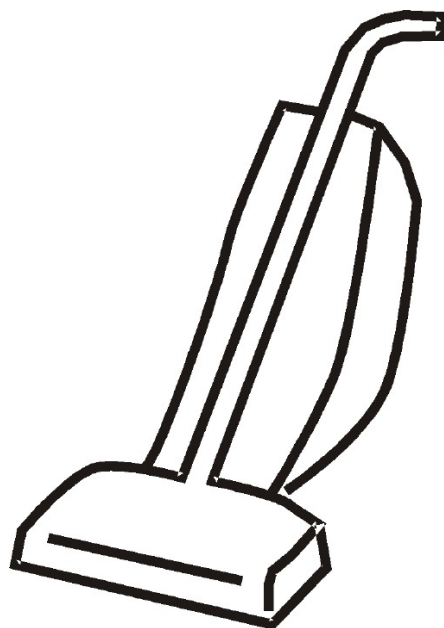
Valerie is my valentine
I love her all the time.
I play my violin to her
And make a silly rhyme.

Other Activities

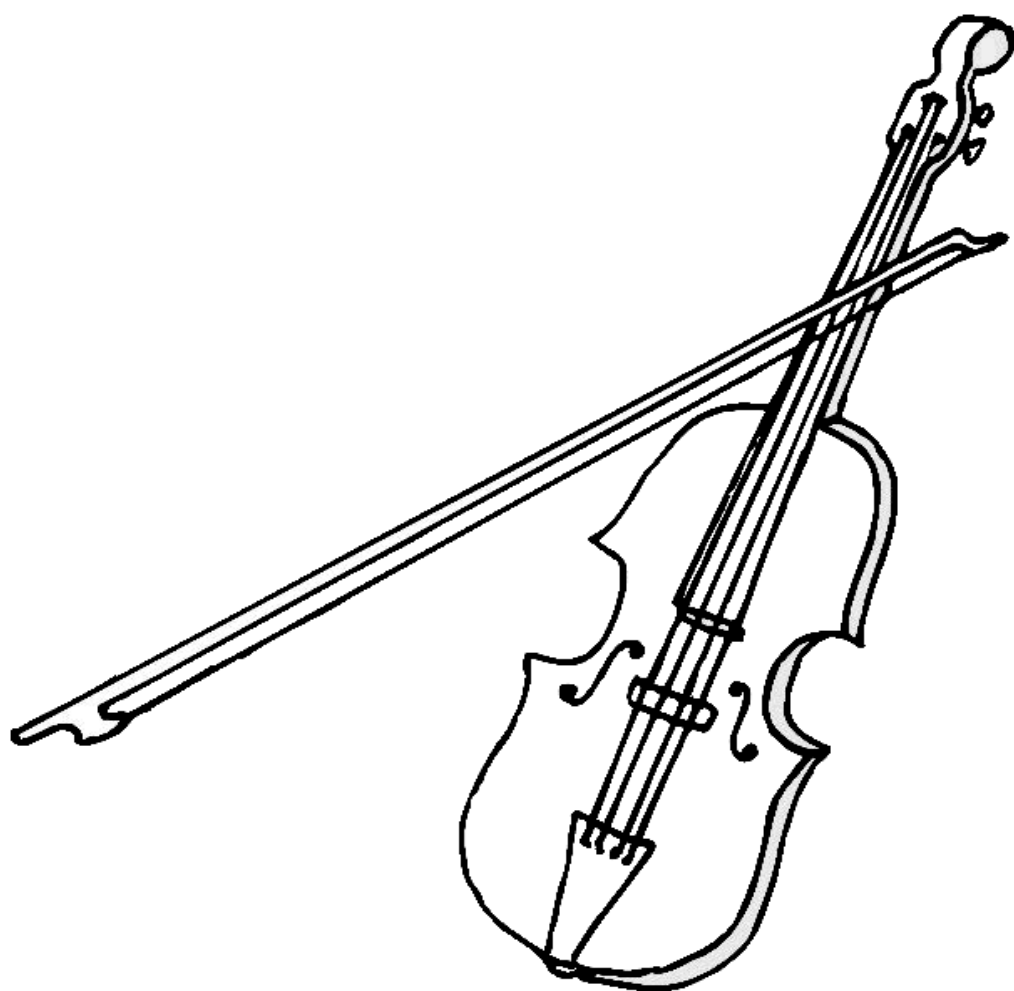
- Discuss the word 'volunteer'. Have a school volunteer talk to the class.
- Learn about the veterinarian's job.
- Visit a vegetable market.
- Brainstorm vegetables.
- Make a vegetable salad.
- Vote on something.
- Learn about Venus.
- Have a vest day.
- Listen to violin music.
- Go on an imaginary vacation.
- Bring your vacuum cleaner to school and let each child have a turn using it.
- Tape record your voice and listen to it play back.
- Watch a video.
- Ask the children if they take vitamins in the morning.
- learn about a volcano.

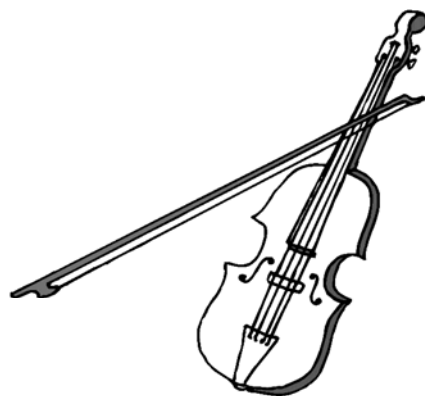


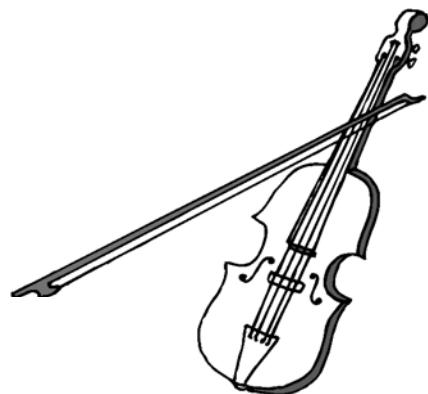
Vv



Vv







W w



Information

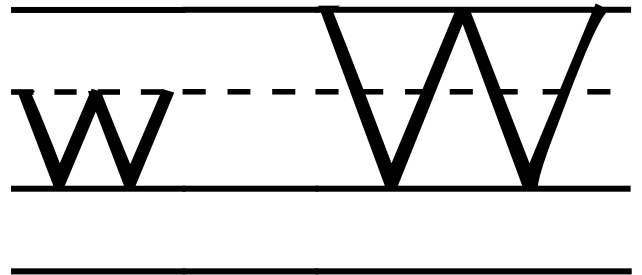
Sound

/w/ as in win. Voiced.

Letter Formation

The **lower case w** is made without lifting the pencil, and drawn with straight lines from left to right touching the lines at the end of each stroke.

The **upper case W** is made as the lower case.



Key Words:

wagon, window, wig, watch, web, winter, witch, wet, water, wash, wish, wolf, worm, wax, walk, wings, wall, wish, wind, wood

Story

My name is Walter Walrus. I live in the wilderness. I have a wide window so I can see the wolves outside. I have web feet so I can swim well. I have Wendy, a pet worm. She likes to wiggle. I want to watch her wiggle so I wait and wait.

Praise

Well done! Wild! That's a winner! Wonderful work!

Teaching the letter Ww and the /w/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Ww and talk about the 'big' or capital W and the 'small' or lower case w.

Discuss the sound /w/ and the fact that the sound is different from the letter name.

Say, "w says /w/ as in 'wagon'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /w/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /w/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'W' and 'w' body letters on the floor, using several students. Have these students make the /w/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with wire, watermelon seeds, gummy worms, wool..

Make Tactile Letters

Glue wool pieces onto the letter outlines.

Make w's from wallpaper.

Songs and Games

"Wee Willie Winkie"

"Who's Afraid of the Big Bad Wolf"

"How Much is That Doggie in the Window?"

"What a Wonderful World"

Listen to waltzes.

Go for a walk. Wiggle.

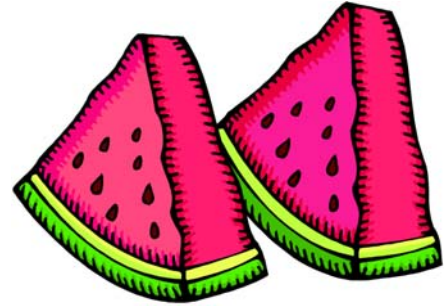


Art Ideas

- Make wiggly worms in wild colours.
- Make windmills (pinwheels).
- Weave paper strips.
- Draw webs.
- Mold objects from wax.
- Paint big W's with water. This is a good outdoor

project!

- make wind socks.
- Make a watermelon using coloured paper.
- Make a web with glue on black construction paper and sprinkle with silver glitter.



Food

Walnuts, water, weiners, waffles, watermelon

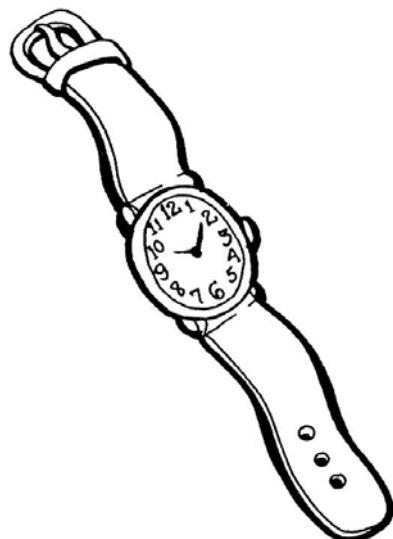
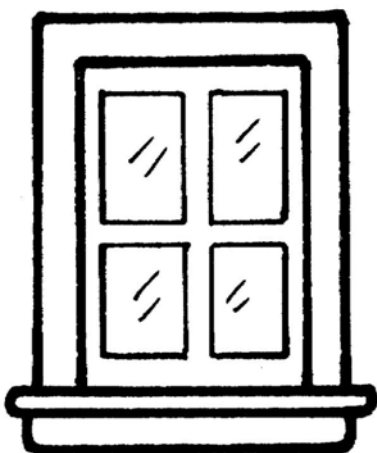
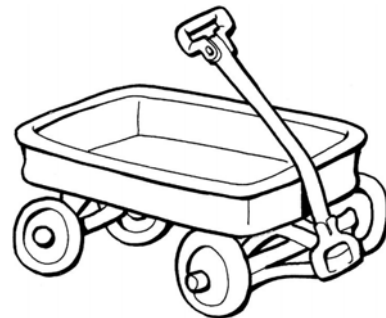
Poem

Wilma was a wild wolf.
She lived in the wood.
She worked in all weather
And did the best she could.

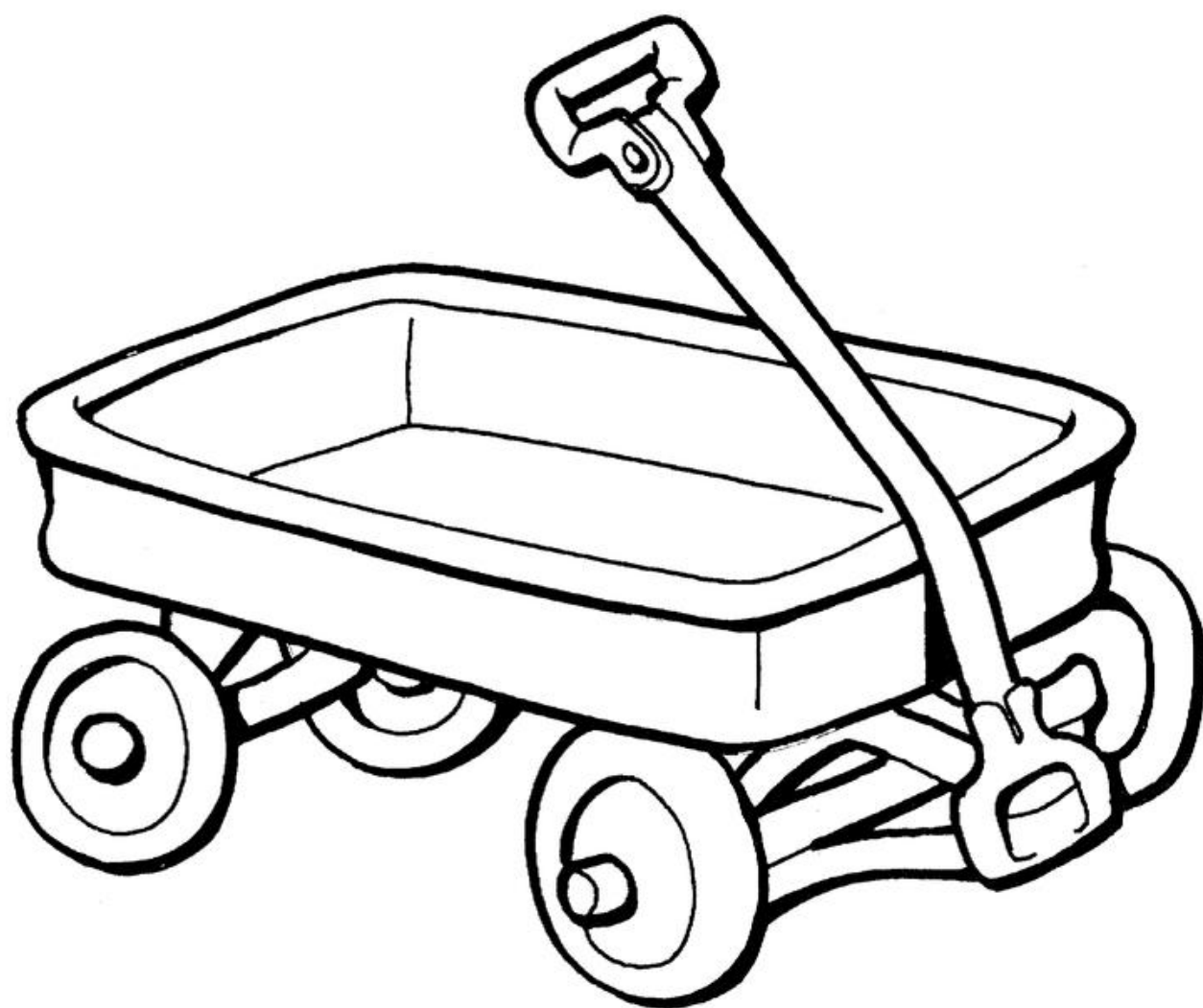
Other Activities

- Learn about wind. Use pinwheels or windsocks, or fly a kite.
- Learn about wolves.
- Make a wave bottle. Fill a bottle half full of cooking oil, add a few drops of blue colouring and fill almost to the top with water. Make waves!
- Tell about your favourite woman.
- Make three wishes!
- Learn the days of the week.
- Talk about the season winter.
- We all work! Talk about the things we do that are work.

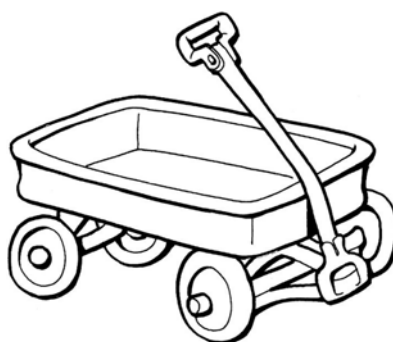
W w



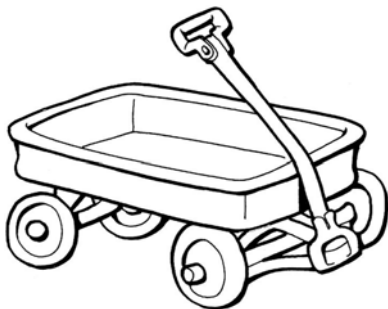
W w



W



W



X x



Information

Sound

/x/ is the sound of /ks/, as in ax. Voiced.

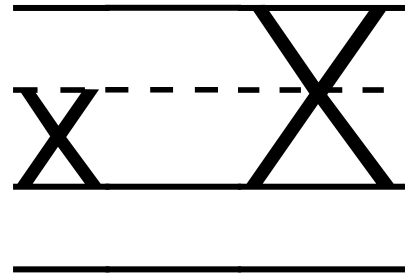
Sound Association

The word kiss. Is that why we put XXX at the bottom of a letter?

Letter Formation

The **lower case** x begins with a straight angled line drawn from the dots to the floor. The second stroke is also top to bottom.

Make the **upper case** X as the lower case.



Key Words

The sound /ks/ does not come at the beginning of very many words and none have the proper sound. Use words that have /ks/ in the middle or ending of a word.

fox, box, ox, fix, mix, wax, taxi, next, exit, exercise, duplex, boxcar, axe, explore, extra, exodus, axis

Story

Max has six boxes in his house and extra boxes in his garage. His garage door says, "EXIT". Max also has an ox and an axe. He likes to look at x-rays and he wants a pet fox. Having a fox would be excellent! Max is extraordinary and he does exciting things.

Praise

Excellent! Extraordinary!

Teaching the letter Xx and the /x/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Xx and talk about the 'big' or capital X and the 'small' or lower case x.

Discuss the sound /ks/ and the fact that the sound is different from the letter name.

Say, "x says /ks/ as in 'fox'. Make sure the children understand that the sound is at the end of the word. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /x/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /ks/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'X' and 'x' body letters on the floor, using several students. Have these students make the /ks/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:



Make Tactile Letters

Glue 'X' shaped cutouts or cut-up dentist x-rays to the letter outline.

Songs and Games

Do exercises.

- Sing "Six Little Ducks"
- Tic Tac Toe - play X's and O's.

Art Ideas

- Make a person from a large X, the arms outstretched and the feet apart.
- Make objects with wax.
- Make a diorama in a box.

Food

- Eat a deluxe pizza.
- Use different foods to create the shape of x on a plate such as - pretzels, carrot or celery sticks.
- Letter X cookies - mix up a batch of X shaped cookies!

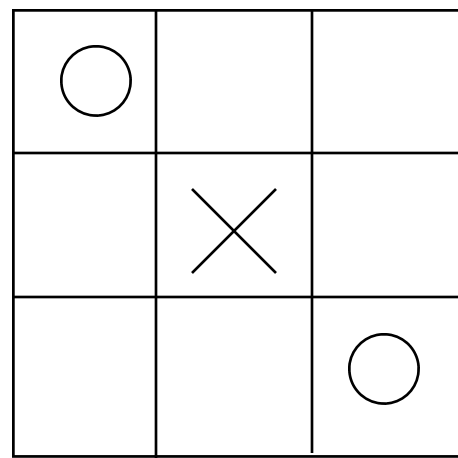
Poem

Max had an accident,
He hurt himself one day.
The doctor said, "I'll fix it",
And gave him an x-ray.

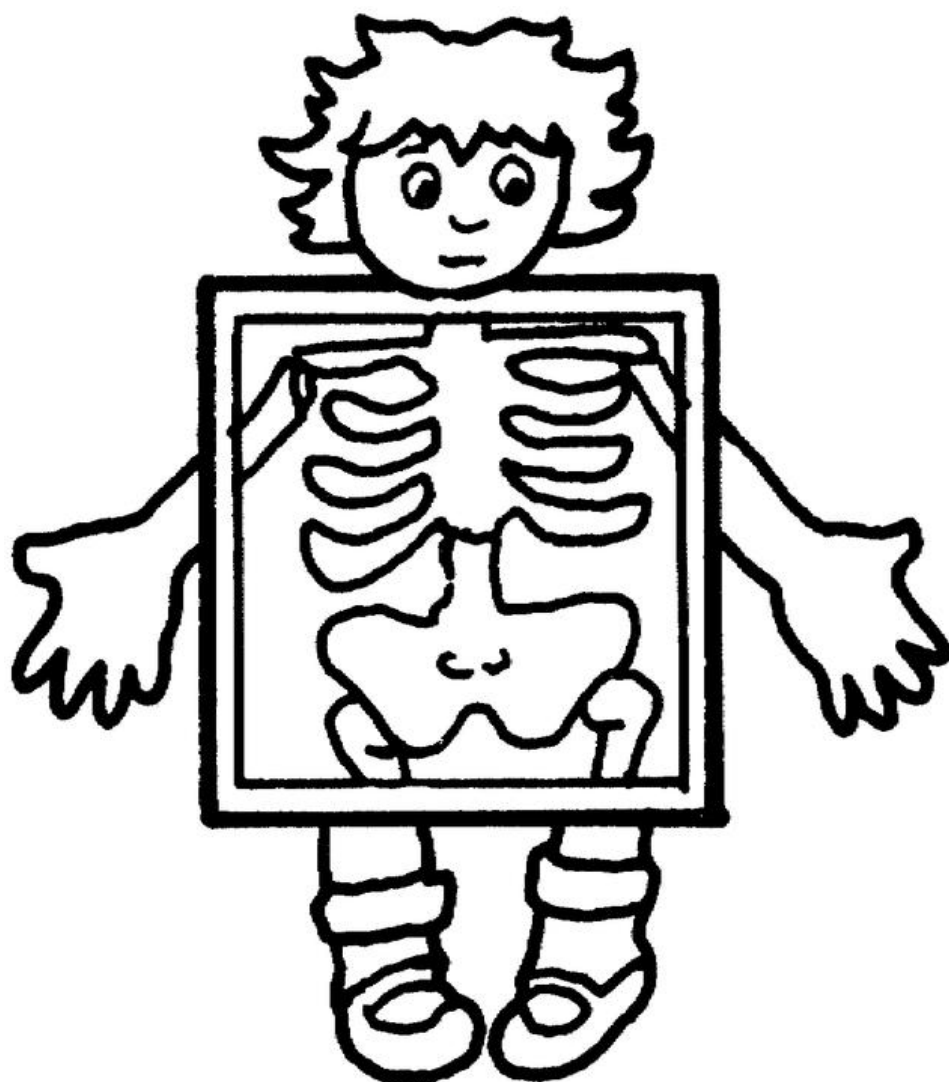


Other Activities

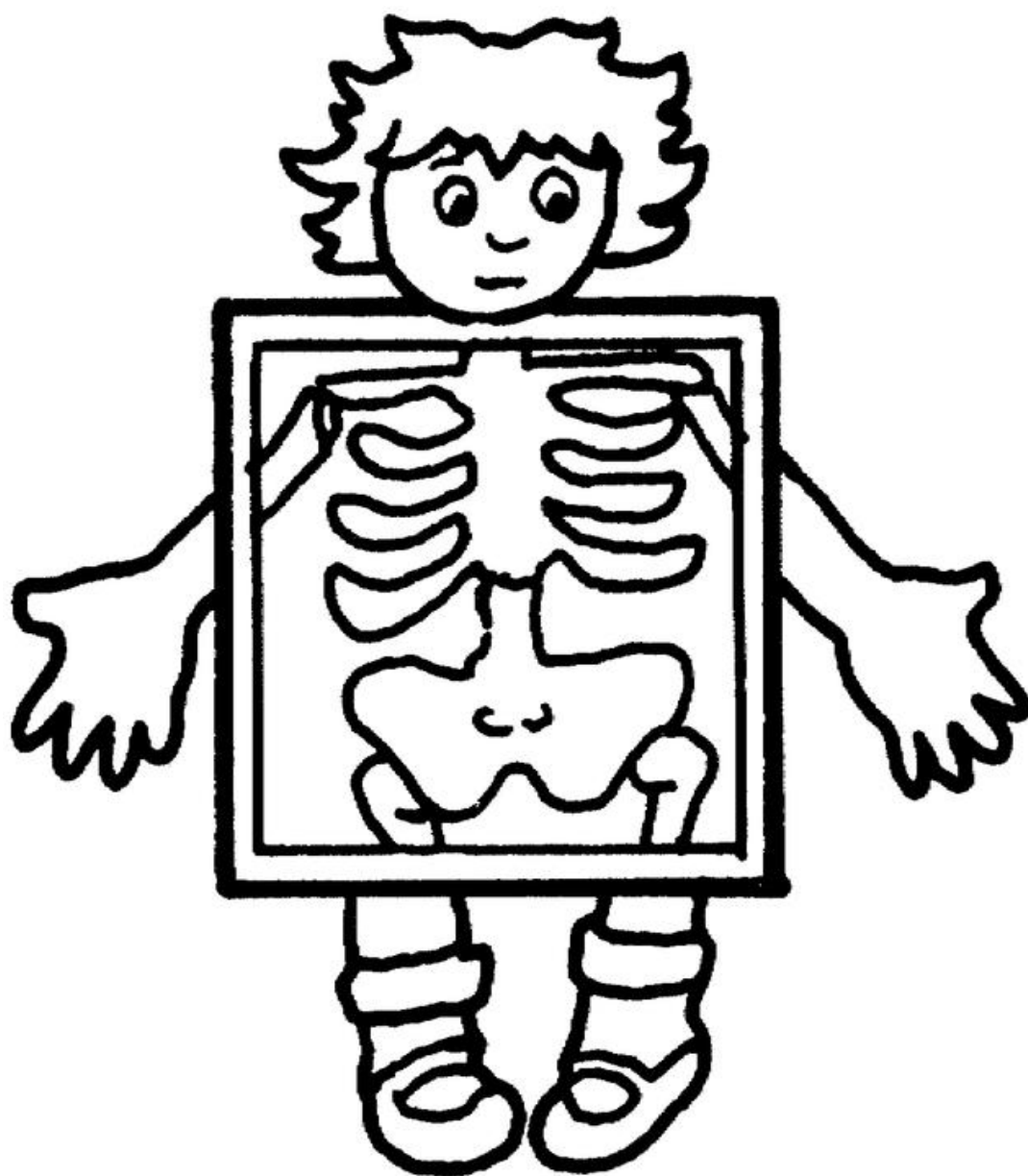
- Learn about oxen.
- Learn about x-rays. Show real ones if possible.
- Discover when to use "Excuse me".
- Learn about the fox.
- Work with the number six.
- Play a large tic-tac-toe game outdoors.

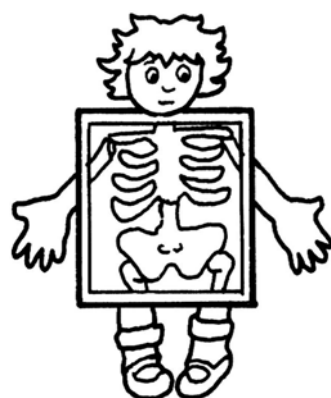
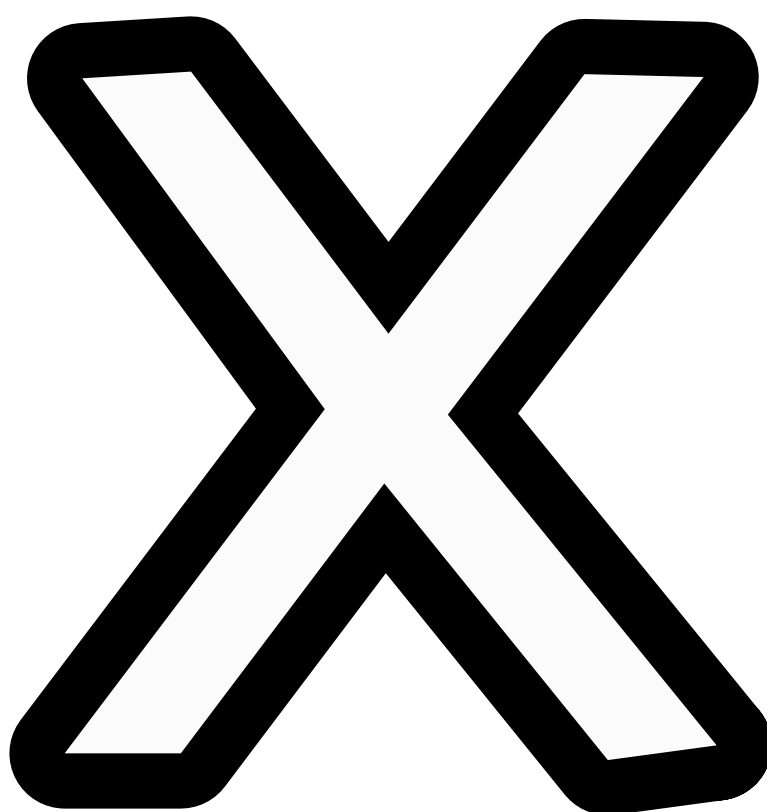


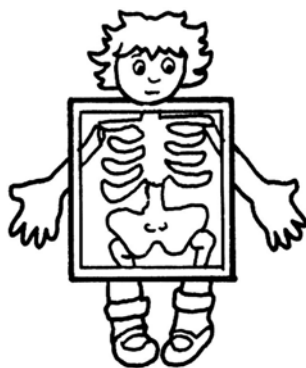
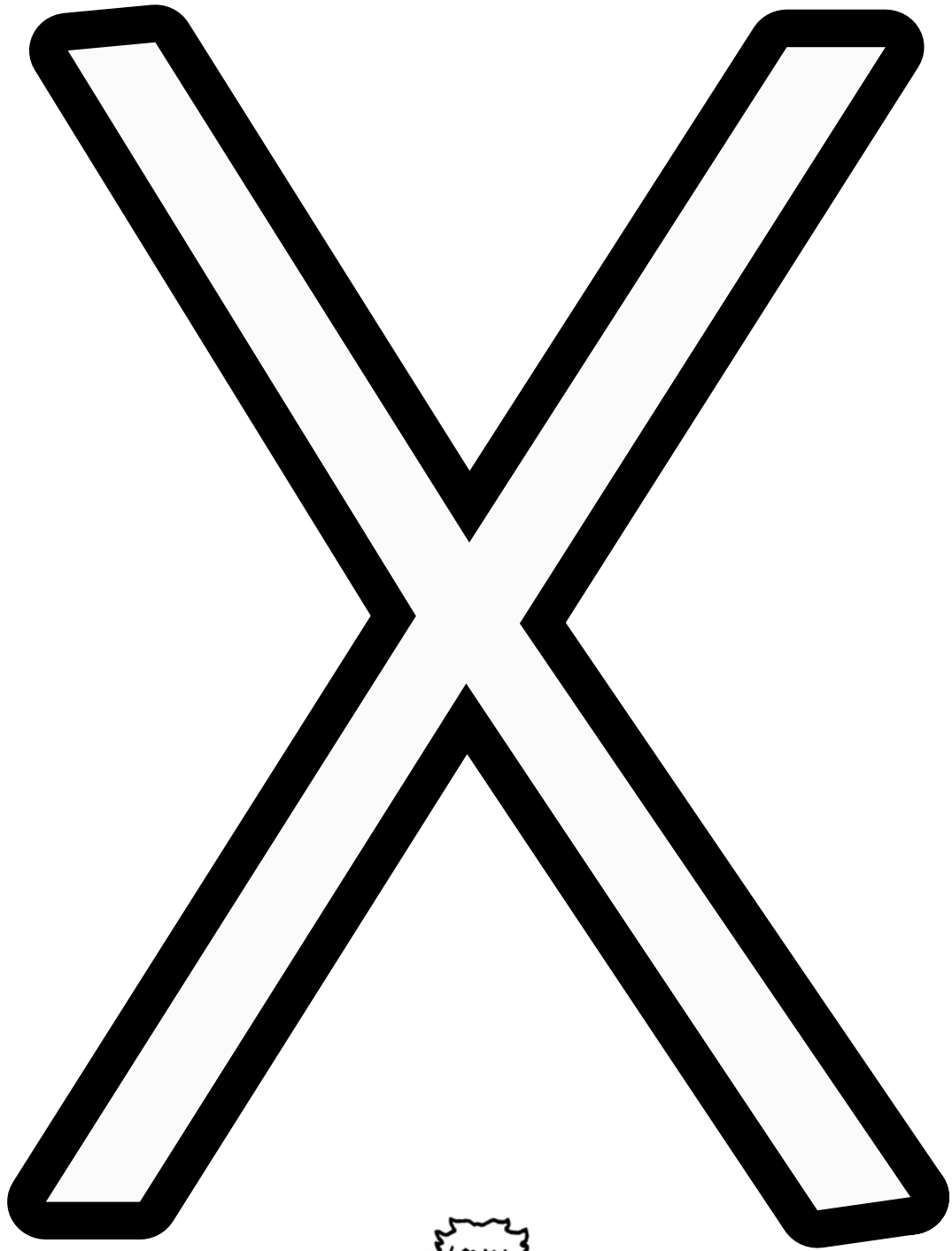
Xx



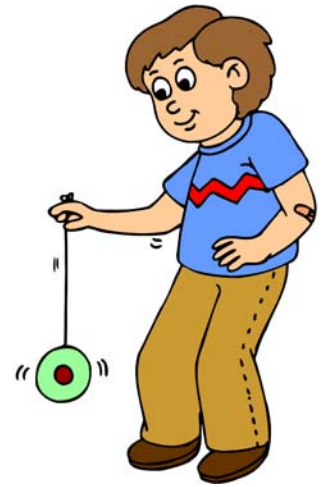
Xx







Y y



Information

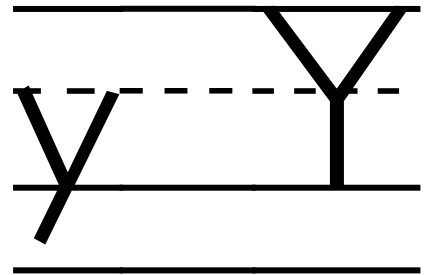
Sound

/y/ as in yes. 'y' is first taught as a consonant.

Letter Formation

The **lower case y** begins with a straight angled line drawn from the dots to the floor. Then begin again at the dots and angle the line through the floor to the dots below touching the end of the first line.

To make the **upper case Y** make two separate angled lines to form a v in the upper space. Lift the pencil again and then draw a vertical line from the bottom of the v to the floor.



Key Words:

yard, yo-yo, yellow, you, year, yarn, yacht, yogurt, yak, yarn, yodel, yoga, yes, young, yawn

Story

My name is Yolinda Yak. I love the colour yellow. I like yellow beans, yellow corn and yellow flowers. I like to yodel and yell. I sailed on my yacht yesterday. Is yogurt yummy? Yes, yogurt is very yummy!

Praise

Yummy! Yes! Yeah! Yippee!

Teaching the letter Yy and the /y/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Yy and talk about the 'big' or capital Y and the 'small' or lower case y.

Y can be a consonant and a vowel, but only teach the consonant sound at this level.

Discuss the sound /y/ and the fact that the sound is different from the letter name

Say, "y says /y/ as in 'yo-yo'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /y/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /y/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'Y' and 'y' body letters on the floor, using several students. Have these students make the /y/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with yarn, play with a yo-yo.

Make Tactile Letters

Glue bits of yellow yarn on the letter outline.

Make yellow yarn Y's.

Songs and Games

Learn to use a yo-yo.

Do some yoga.

Sing "Yellow Submarine"



Art Ideas

- Paint a picture using only shades of yellow paint.
- Make a yarn ball (wind yarn around a piece of cardboard, tie in the middle and snip the loops when the cardboard is removed.
- Have children bring in things that are yellow that can be glued onto a class collage or an individual collage, such as, scraps of fabric or paper, beads, buttons, yarn ribbon, etc.

Food

Yeast, yams, Yorkshire pudding, yogurt (yummy!), or bake something with yeast.
Eat food that is yellow - bananas, corn, etc.
Boil eggs and let the children find the yolk.

Poem

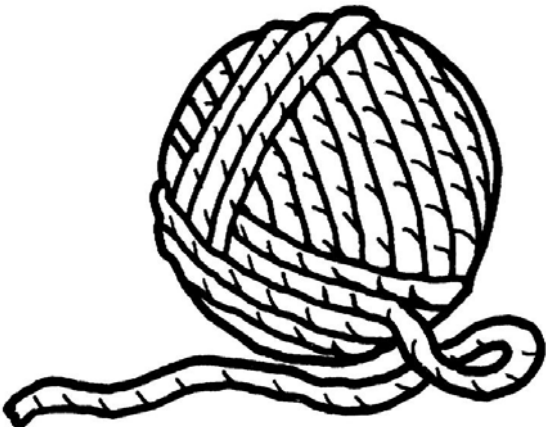
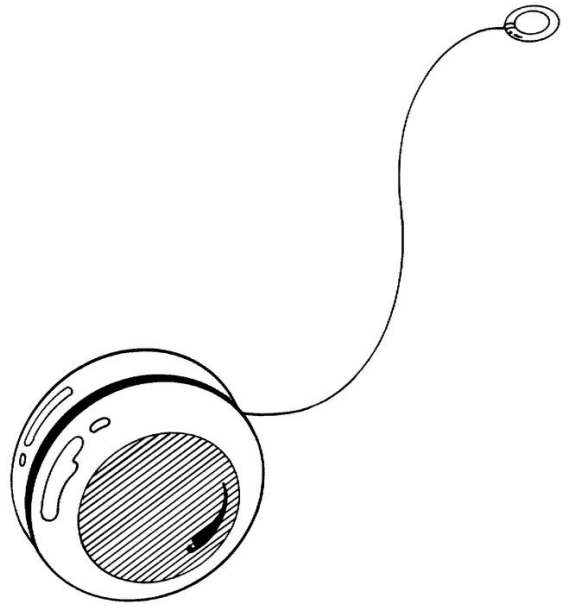
The yak likes yogurt
And yellow corn, too.
He sails in his yacht
On the ocean so blue.

Other Activities

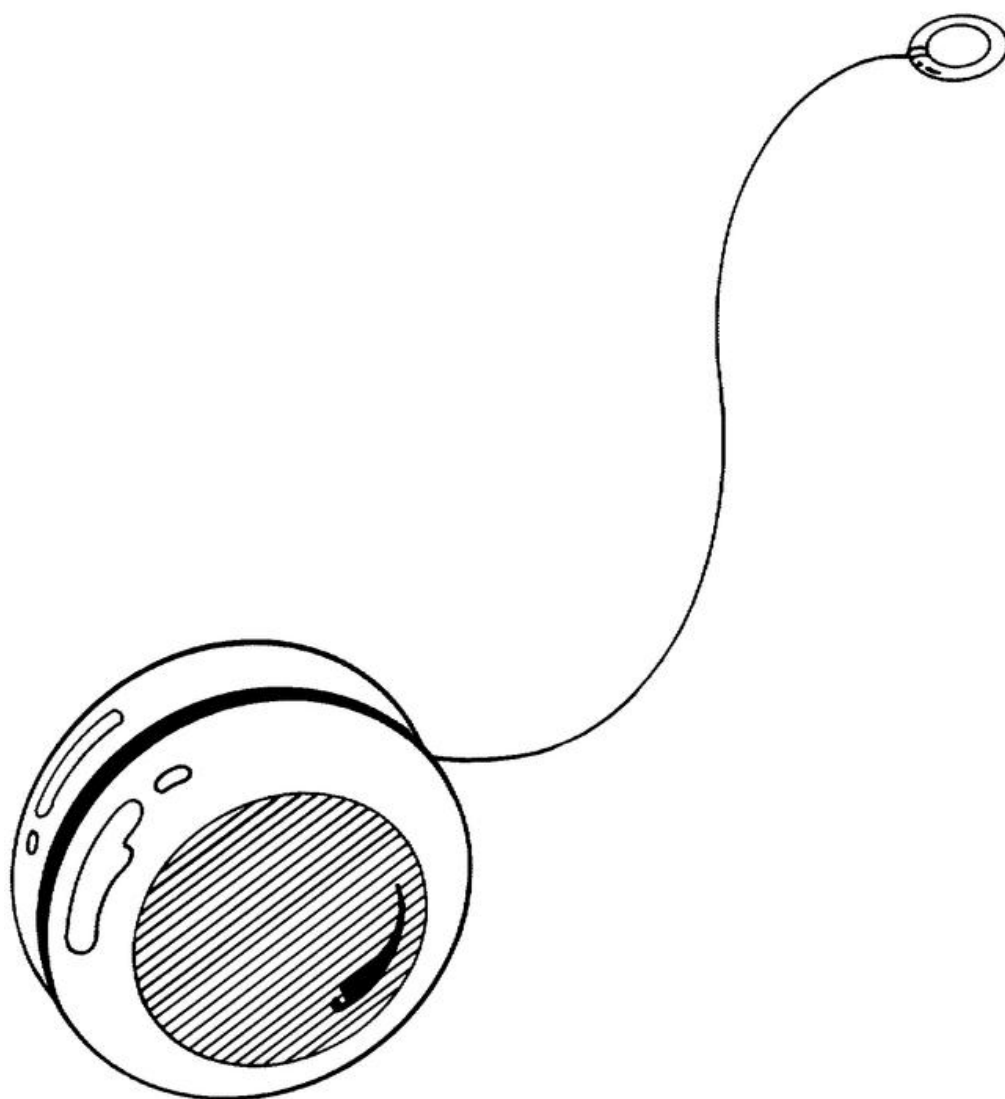
- Review all the things that have happened this year. Make a yearbook.
- How is yogurt made?
- Learn about young animals.
- What is a yak?
- Listen to someone yodel.
- Yesterday - learn about the meaning of yesterday.
- Year - discuss the length of a year.
- Grow a yam plant. Put several toothpicks into the yam, and balance it in a glass so the bottom of the yam is in water.
- Yell!
- Say "YES!"
- Have a yellow day. Wear yellow and have a yellow snack.
- Yawning - talk about rest, bedtime, and yawning.



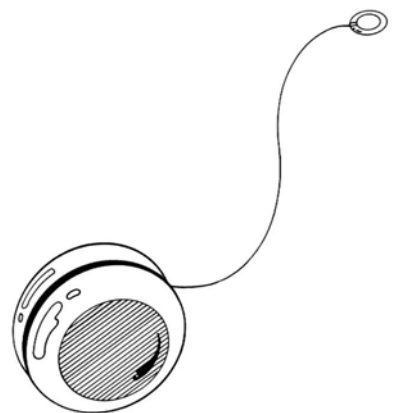
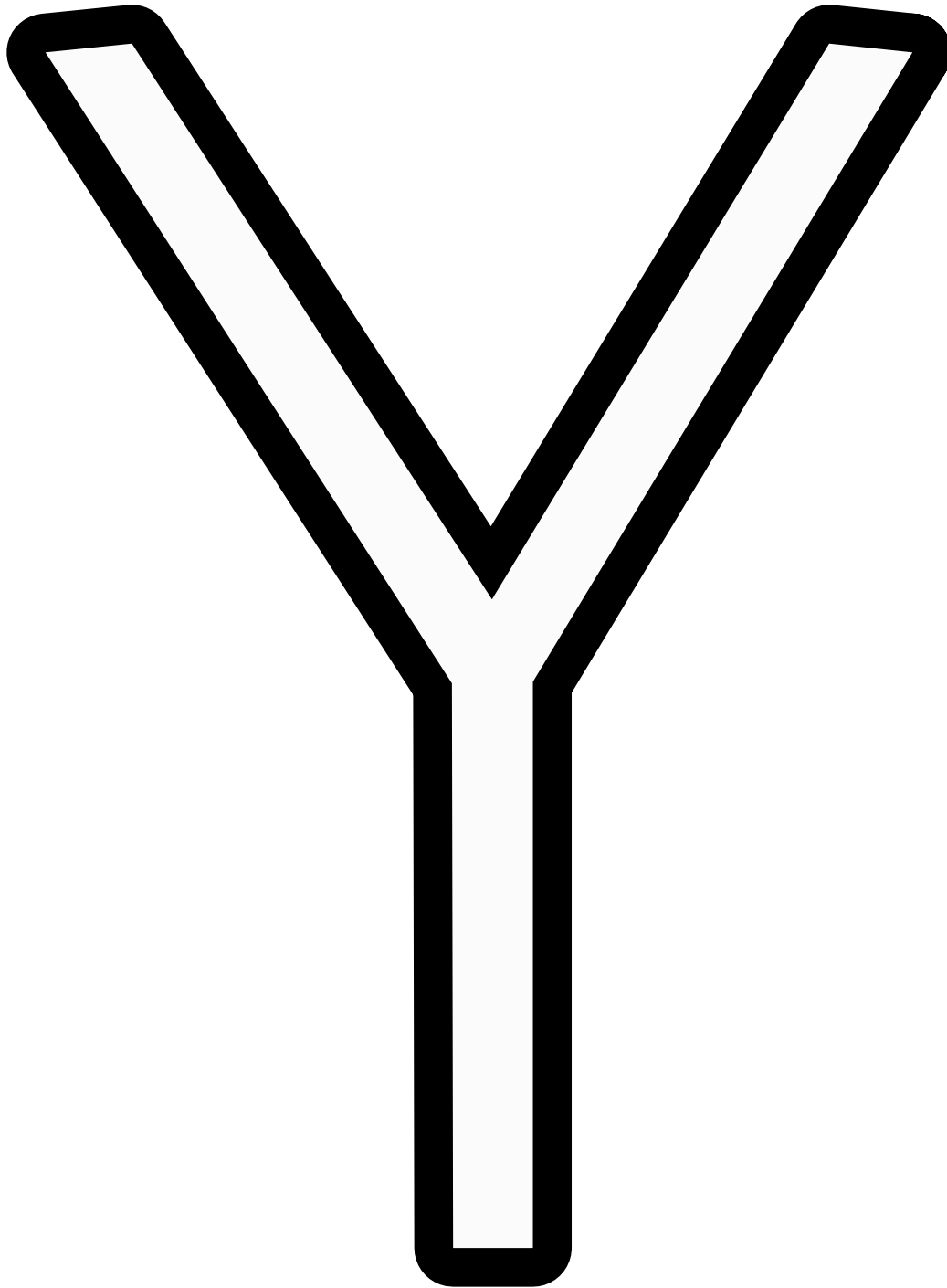
Yy



Yy







Z z



Information

Sound

/z/ as in zip. Voiced

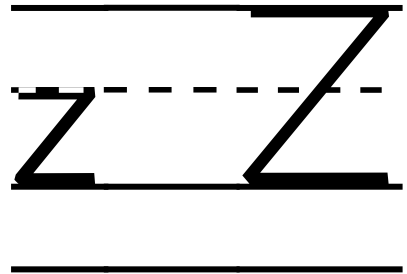
Sound Association

the sound of a bee

Letter Formation

The **lower case z** begins by a left to right horizontal line. The letter is made without lifting the pencil and all lines are straight.

The **upper case Z** is made as the lower case.



Key Words:

zebra, zipper, zero, zig-zag, zoo, zinnia, zoom, zany, zest, zone

Story

Zippy Zebra lives in a zany zoo. She likes to zoom around the zoo quickly. She wears her jacket with the zipper. She can zip and unzip her jacket all by herself. The postal code for the zoo is ZOZ OZO. Zippy likes to get letters from other zany zoo animals. Sometimes she walks in zig-zag lines and eats zucchini.

Praise

Very zippy!

Teaching the letter Zz and the /z/ sound

Go through the following steps daily:

Review all the letters and sounds previously taught (see the preface).

Introduce the letter Zz and talk about the 'big' or capital Z and the 'small' or lower case z.

Discuss the sound /z/ and the fact that the sound is different from the letter name.

Say, "z says /z/ as in 'zebra'. Have the children repeat this.

Show the children how to form the letter, both upper and lower case.

Trace the letter - in the air, on the carpet, on desks and tables, on a friend's back, in a sand tray, and on many other tactile surfaces. As the letter is formed, the children should be saying the sound of /z/ so they can see, hear and feel the letter. Make sure the children are forming the letter correctly.

Teach the sound association.

List object words beginning with the /z/ sound. As the children give them to you, draw pictures on the chalkboard or a chart to illustrate.

Make 'Z' and 'z' body letters on the floor, using several students. Have these students make the /z/ sound.

At the end of the lesson, review the letter name, sound, associations, key word and letter formation.

Activities

Each day do one or more of the following activities:

Tactile Association

Feel or do projects with zippers, zig-zag braid (rick rack).

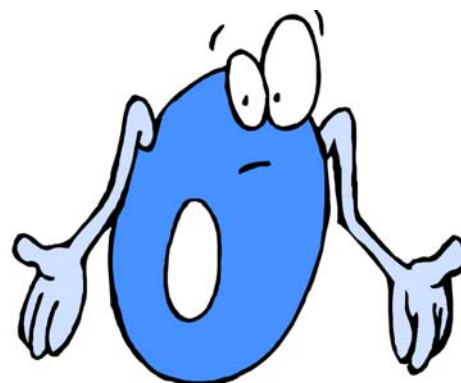
Make Tactile Letters

Glue zig-zag braid pieces to the letter outline.

Songs and Games

"Zip a dee do dah "

Make an obstacle course which requires a lot of zigzag movements.



Art Ideas

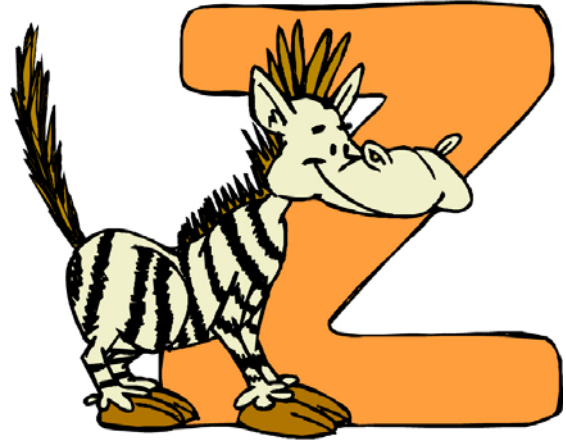
- Use pieces of rickrack of different colours to make a zig-zag picture.
- Make a zany picture!
- Make curled petals to form a zinnia.
- Add the stripes to a zebra. This can be done with a printout of a horse and adding black strips of paper or yarn - or simply black crayon.
- Do zipper rubbings. You'll need different coloured crayons, a piece of white paper and a variety of zippers from jackets, duffel bags, jeans, purses, etc. Lay the zipper as flat as you can on a table. Place the paper on top of the zipper then using the side of a crayon, rub it over the zipper. Do this with different kinds of zippers in different colours all over the paper.

Food

zucchini, zucchini bread or fried zucchini.

Poem

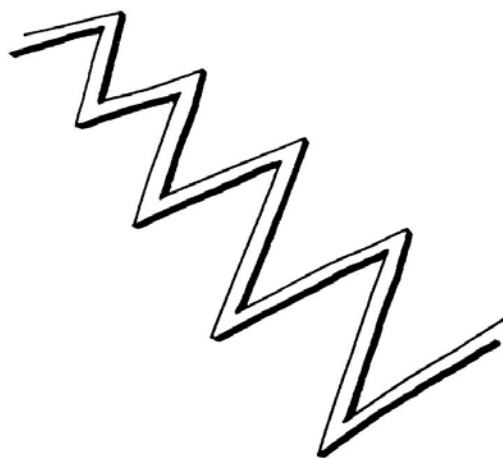
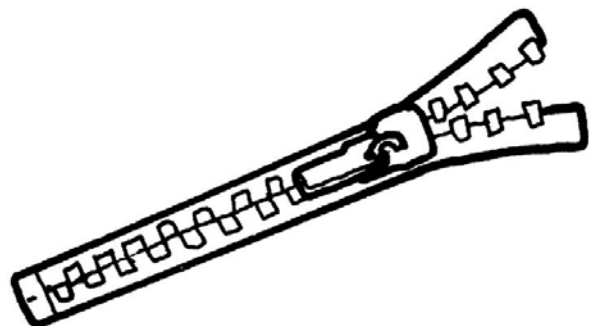
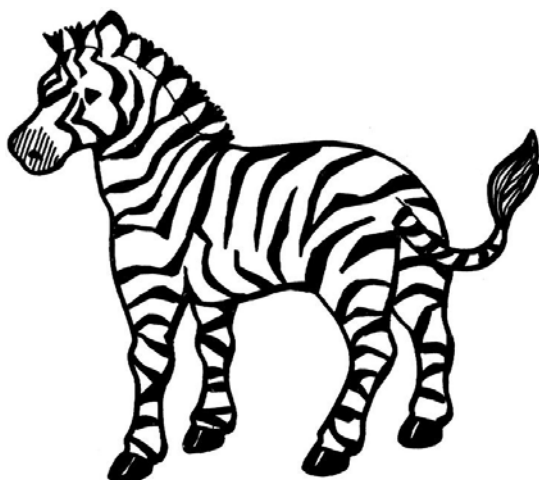
Zippy is a zebra.
He lives in the zoo.
He can zoom quickly.
Can you zoom, too?



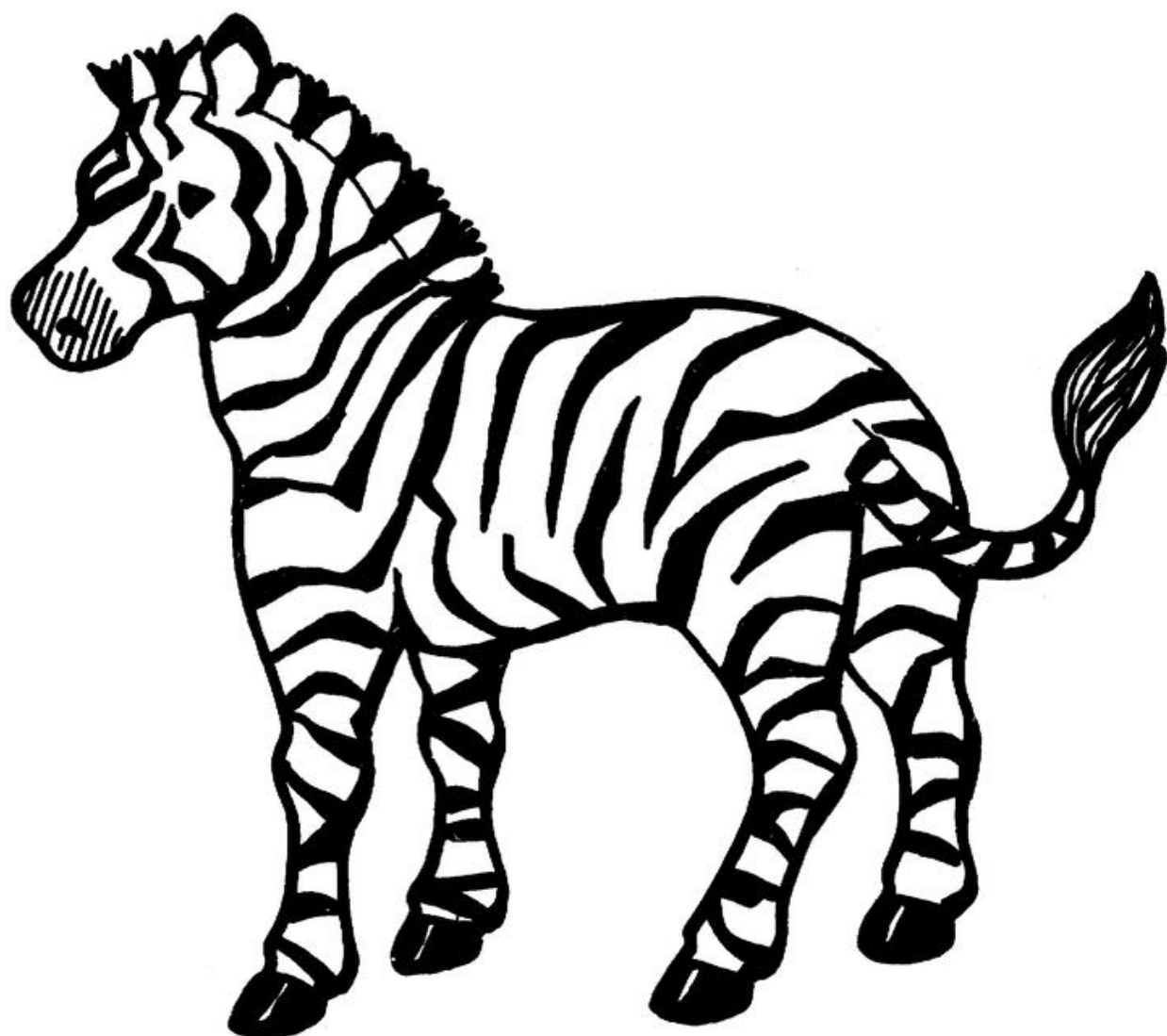
Other Activities

- Look closely to see how a zipper works.
- Visit a zoo, or talk about a zoo, or talk about how wrong zoos are.....
- What is zero?
- Listen to a recording of zither music.
- Zoom around like cars, jets, or rockets.
- Plant zinnia seeds.
- Look for zeros in addresses and books, etc.

Zz



Zz





Z

