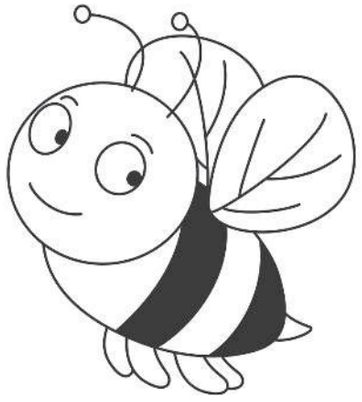
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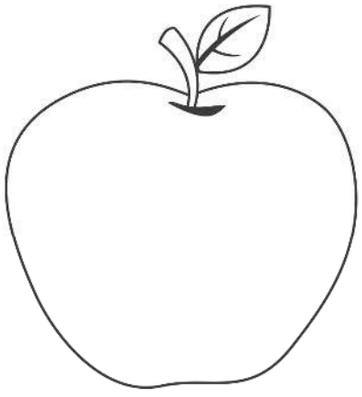
Alphabet:
Aa, Bb, Cc

1 Alphabet Review

Say. Color. Trace.



a b c



a b c



a b c

Aa Aa Bb Bb Cc Cc

Alphabet Review: Show cards with the uppercase and lowercase letters *A, B,* and *C.* Review the sound of each letter. Say: *apple, bee,* and *coat,* emphasizing the initial sound. Children open their books and identify the pictures. They color the correct initial letter for each image and trace all the letters at the bottom.
Practice: Display the pictures of an apple, a bee, and a coat on the board. Distribute cards with the uppercase and lowercase letters *A, B,* and *C.* Point at the bee. Say: *Fly!* The children with the letter *B* mimic the action. Repeat by pointing at the other pictures and saying different actions.

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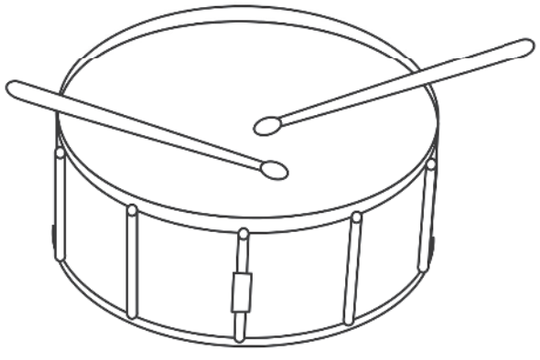
Alphabet:
Dd, Ee, Ff

Say. Match. Trace.

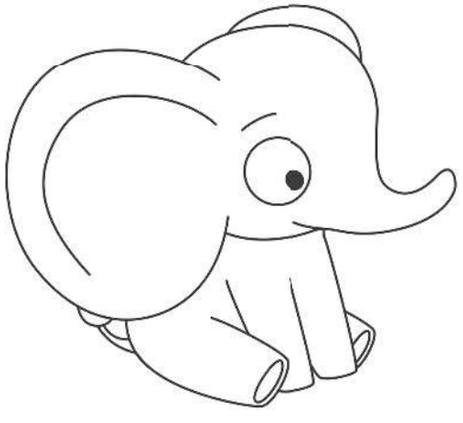
e



d



f



Dd Dd Ee Ee Ff Ff

Alphabet Review: Show cards with the uppercase and lowercase letters *D, E,* and *F*. Review the sound of each letter. Say: *drum, frog,* and *elephant*. Emphasize the initial sound. Children open their books and identify the pictures. They draw a line to match each image to the corresponding letter and then trace the letters at the bottom.
Practice: Trace several uppercase and lowercase letters *D, E,* and *F* on the board. Children take turns drawing lines to connect an uppercase and a lowercase letter.

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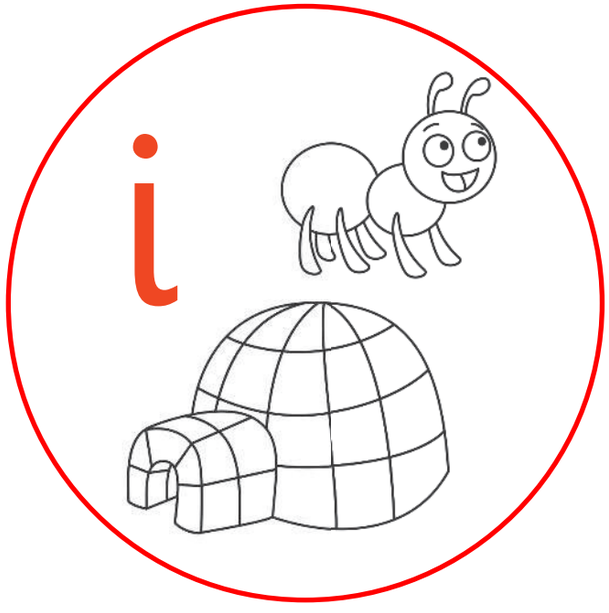
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Say. Color. Trace.







Gg Gg Hh Hh Ii Ii

Alphabet Review: Show cards with the uppercase and lowercase letters *G, H,* and *I*. Review the sound of each letter. Say: *guitar, hat,* and *igloo*. Emphasize the initial sound. Children open their books, identify the pictures, color only images with the correct initial sound (*guitar, hat,* and *igloo*), and finally trace the letters at the bottom.
Practice: Distribute cards with the uppercase and lowercase letters *A, B, C, D, E, F, G, H,* and *I*. Play a sorting game. Ask all uppercase letters to get together. Then ask children to form pairs of uppercase and lowercase letters. Elicit examples of words with the initial letter on their cards.

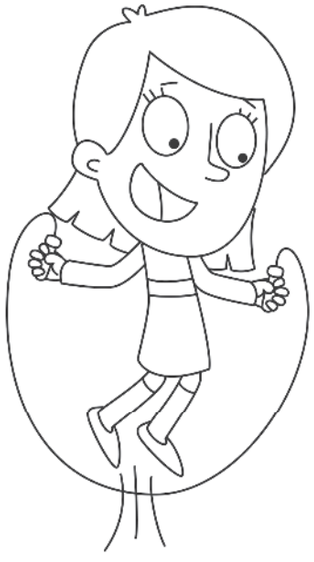
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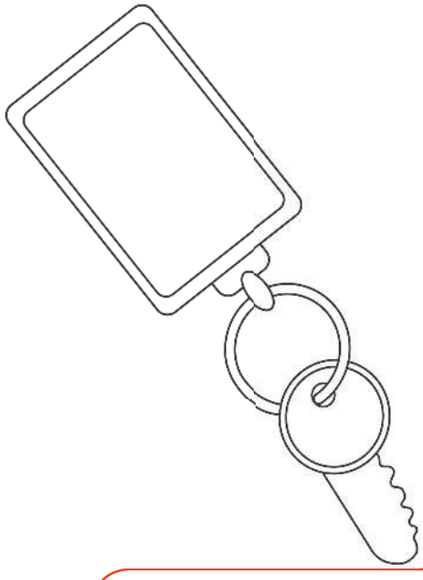
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Alphabet:
Jj, Kk, Ll

Say. Circle. Trace.







j k l j k l j k l

Jj Jj Kk Kk Ll Ll

Alphabet Review: Show cards with the uppercase and lowercase letters *J, K,* and *L*. Review the sound of each letter. Say: *jump, leaf,* and *key*. Emphasize the initial sound. Children open their books and identify the pictures. They circle the corresponding initial letter and trace the letters at the bottom.
Practice: Review the initial sounds of the uppercase and lowercase letters *J, K,* and *L*. Say different words and have children jump for the initial *J* sound, clap for the initial *K* sound, and laugh for the initial *L* sound. Then show pictures. Children identify the sound and react (jump, clap or laugh) to the initial sound.

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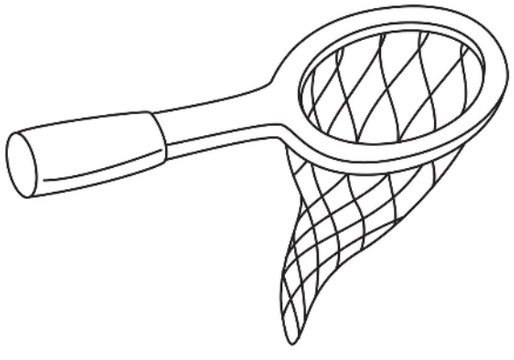
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Say. Match. Trace.

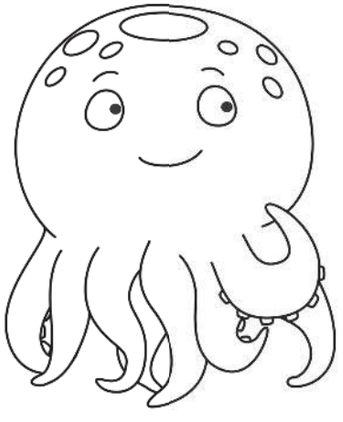
m



n



o



Mm Mm Nn Nn Oo Oo

Alphabet Review: Show cards with the uppercase and lowercase letters *M, N,* and *O.* Review the sound of each letter. Say: *net, monkey,* and *octopus.* Emphasize the initial sound. Children open their books and identify the pictures. They draw a line to match each image to the corresponding letter and then trace the letters at the bottom.
Practice: Place cards with the lowercase letters *m, n,* and *o.* Around the room. When you say different words, children identify the initial sound and walk toward the corresponding letter card.

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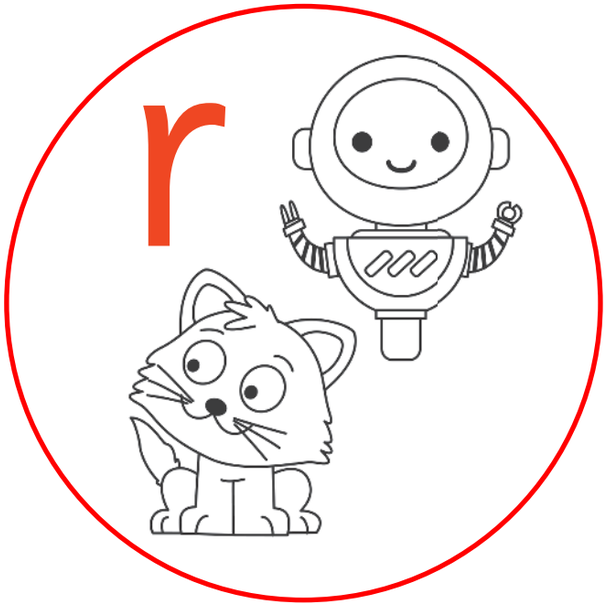
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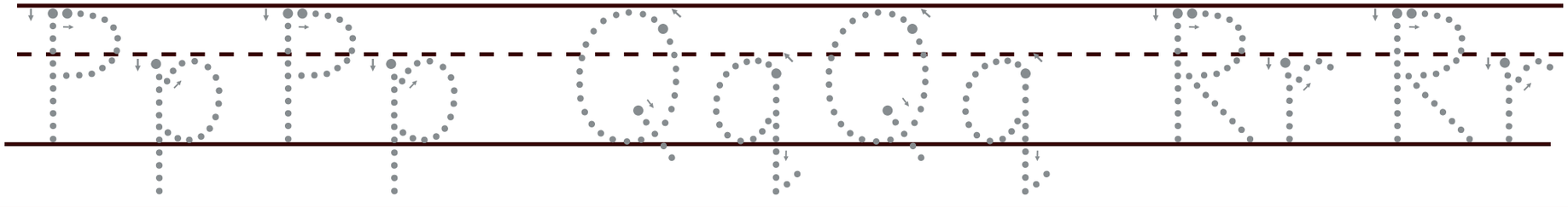
Alphabet:
Pp, Qq, Rr

Say. Color. Trace.









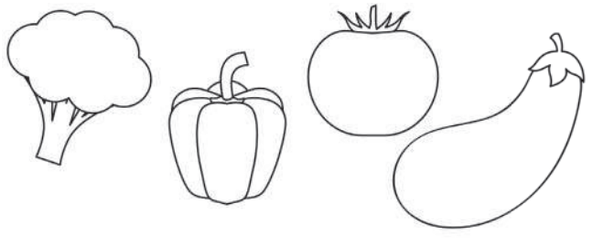
Alphabet Review: Show cards with the uppercase and lowercase letters *P, Q,* and *R.* Review the sound of each letter. Say: *parrot, queen,* and *robot.* Emphasize the initial sound. Children open their books, identify the pictures, color only images with the corresponding initial sound, and finally trace the letters at the bottom.
Practice: Distribute cards with the uppercase and lowercase letters *J, K, L, M, N, O, P, Q,* and *R.* Play a sorting game. Ask all uppercase letters to get together. Then ask children to form pairs of uppercase and lowercase letters. Elicit examples of words with the initial letter on their cards.

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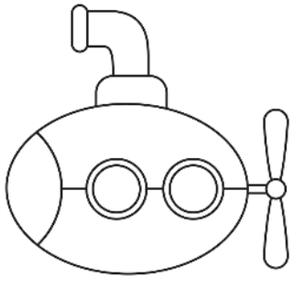
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Say. Circle. Trace.



s t u v



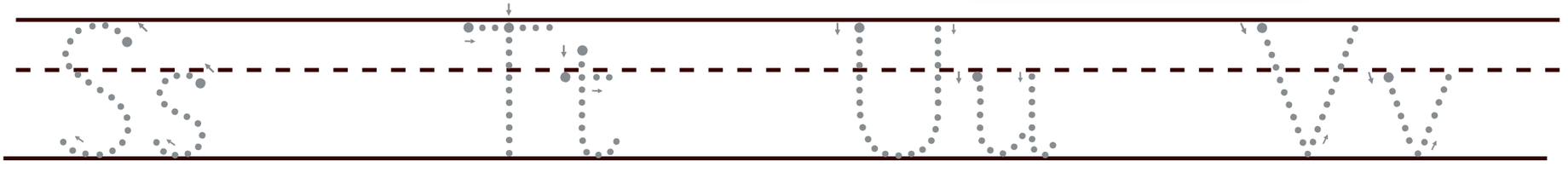
s t u v



s t u v



s t u v



Alphabet Review: Show cards with the uppercase and lowercase letters *S, T, U,* and *V.* Review the sound of each letter. Say: *submarine, tree, under, umbrella,* and *vegetables.* Emphasize the initial sound. Children open their books and identify the pictures. They circle the corresponding initial letter and trace the letters at the bottom.
Practice: Review the initial sounds of the letters *S, T, U,* and *V.* Say pairs of words, and children identify whether the words have the same initial sound or a different initial sound. For example: *under-umbrella, tree-hat, submarine-sad, vet-wet.*

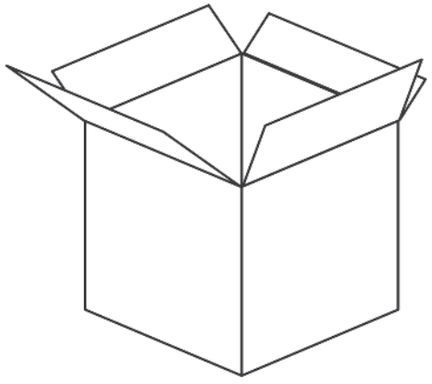
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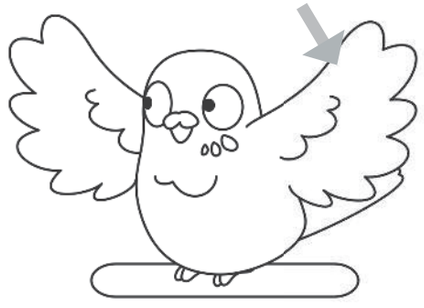
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Alphabet:
Ww, Xx, Yy, Zz

Say. Match. Trace.



X

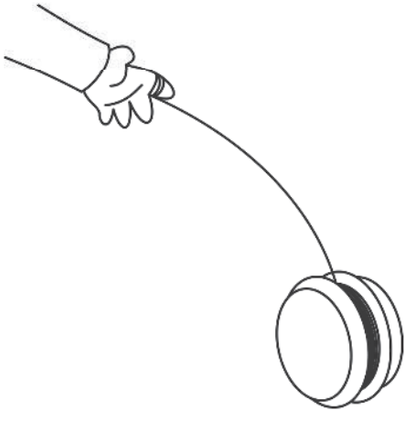


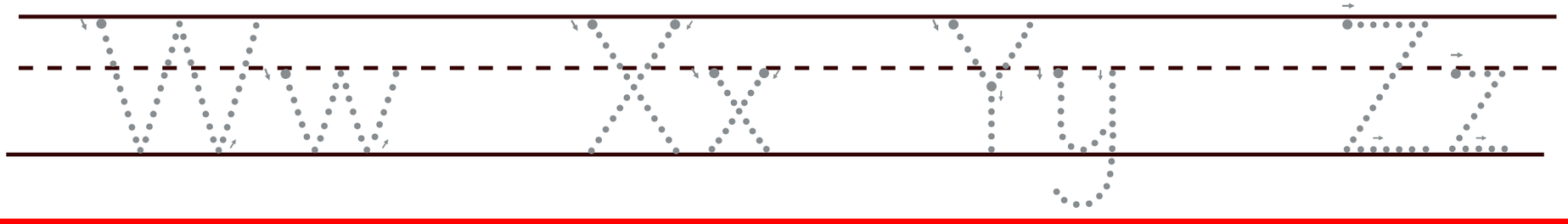
Z

W



y





Alphabet Review: Show cards with the uppercase and lowercase letters *W, X, Y,* and *Z*. Review the initial sound of each letter. Say: *wing, yo-yo,* and *zebra*. Emphasize the initial sound. Practice the final sound of *X*. Say: *box*. Children open their books, identify the pictures, draw a line to match each image to the corresponding letter, and finally trace the letters at the bottom.
Practice: Children work in groups. Give children images of words with the initial *W, Y,* and *Z* sound and with the final *X* sound and final *X* sound. Children sort these into four groups and show these groups to their peers.

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