Objective
The student will name and match letters of the alphabet.

Materials
▶ Alphabet bulletin board borders or letter-picture strip (Activity Master P.001.AM1)
Cut one alphabet border or letter-picture strip into individual cards.
Leave one border or strip uncut.

Activity
Students match letter cards to an alphabet border.
1. Place the uncut alphabet bulletin board on a flat surface. Place the border cards face up in a stack.
2. Taking turns, student one selects a card, holds it up, and says the name of the letter (e.g., "h").
3. Student two matches the card to the letter on the alphabet border.
4. Continue until all cards are matched on the uncut border.
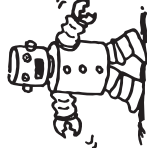5. Peer evaluation
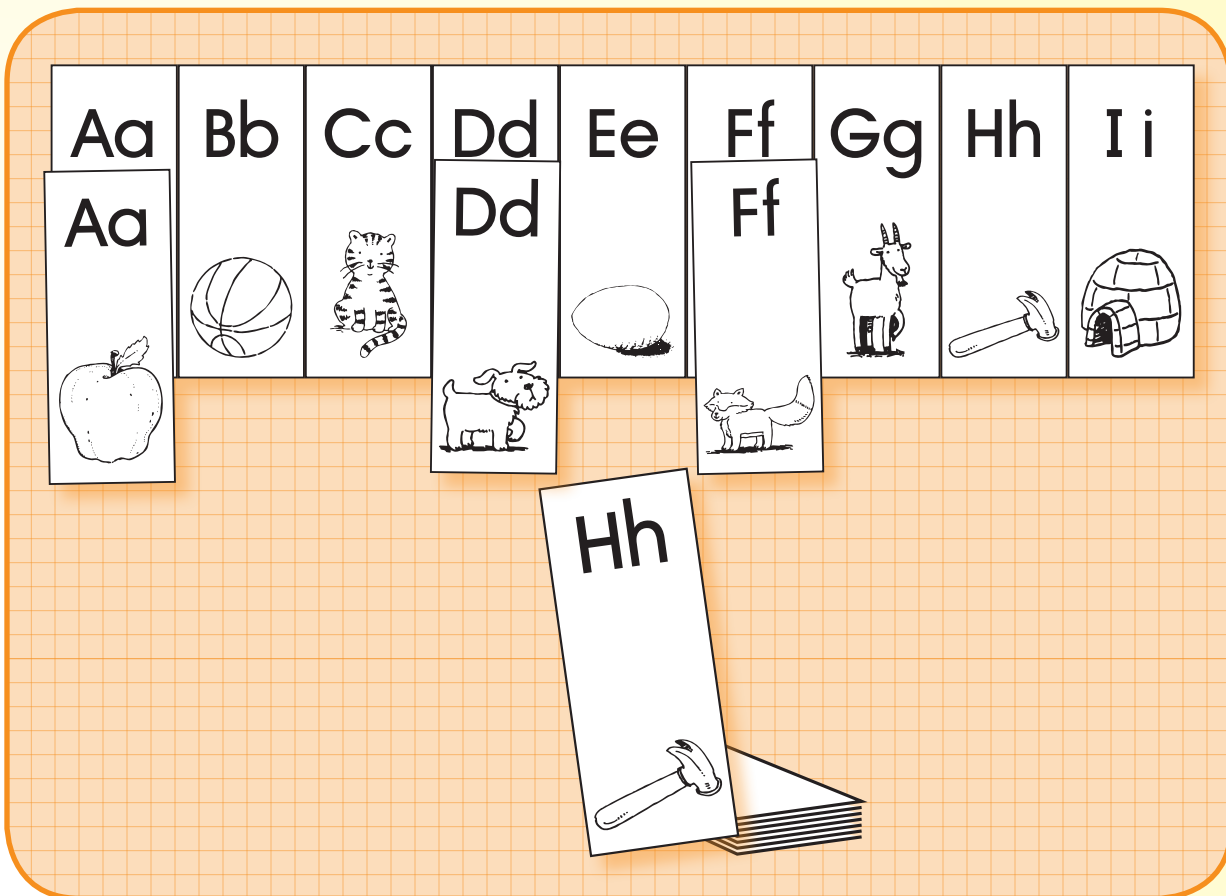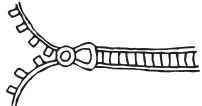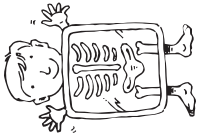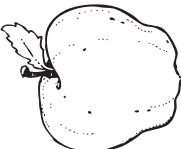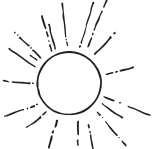
Extensions and Adaptations
▶ Match alphabet cards to letters on an alphabet chart (Activity Master P.001.AM2).
Copy chart twice. Enlarge one copy and cut the other into individual cards.
▶ Glue alphabet cereal to corresponding letters on an alphabet chart (Activity Master P.001.AM2).

glue	glue	
I i	Rr	
Hh	Qq	Zz
Gg	Pp	Yy
Ff	Oo	Xx
Ee	Nn	Ww
Dd	Mm	Vv
Cc	L l	Uu
Bb	Kk	Tt
Aa	Jj	Ss

letter-picture strip

Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
I i	J j	Kk	L l
Mm	Nn	Oo	Pp
Qq	Rr	Ss	T t
Uu	Vv	Ww	Xx
Yy	Zz		

alphabet chart

Phonics

Letter Recognition

Letter Cards

✏ Objective

The student will name and match letters of the alphabet.

✏ Materials

▶ Die-cut letters
Make two matching sets of lowercase letters.

▶ Index cards
Make one set of "a-z" letter cards by gluing die-cut letters to individual index cards.

✏ Activity

Students match alphabet letters to letters on cards.

1. Place the letter cards face up in a stack on a flat surface. Place the die-cut letters face up in rows.
2. The student selects a card and names the letter (e.g., "x").
3. Finds the corresponding die-cut letter and places it on the card.
4. Continues until all die-cut letters are matched to the letter cards.
5. Self-check
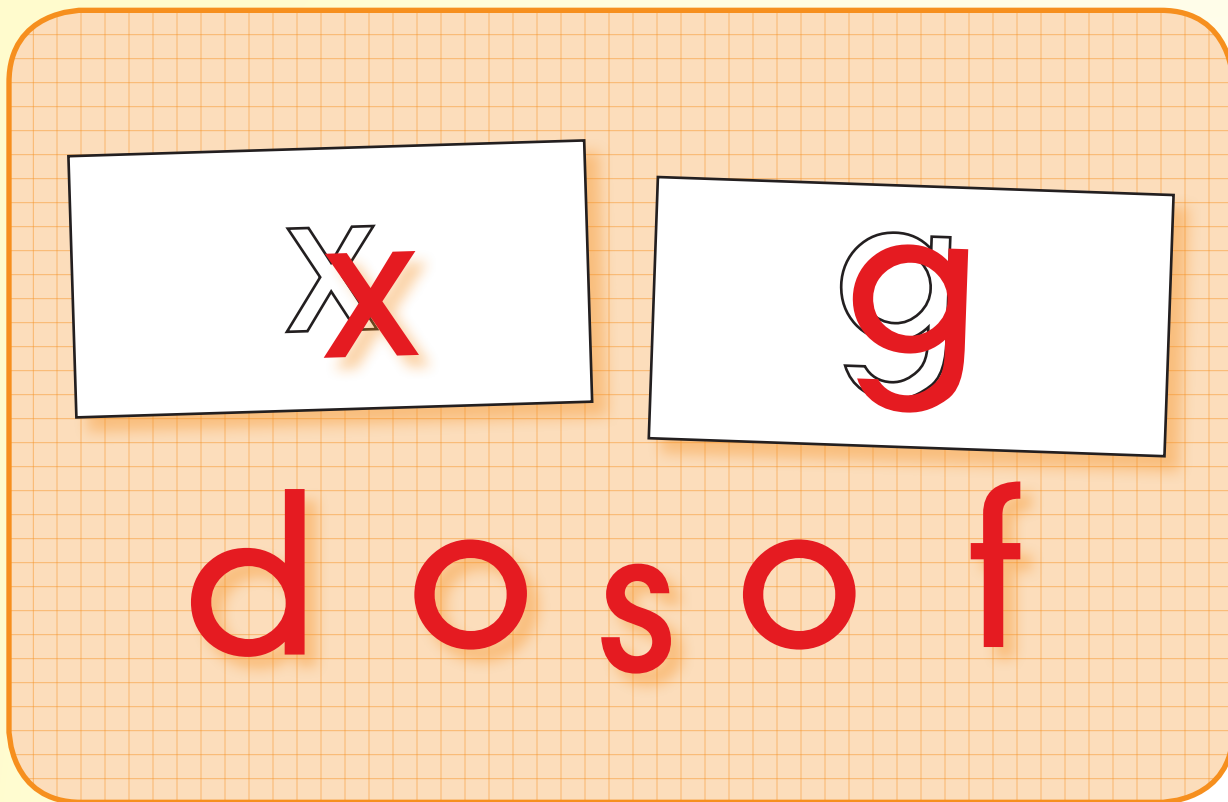
✏ Extensions and Adaptations

▶ Alphabetize the letters.
▶ Use uppercase die-cut letters.
▶ Match the letters using a magnetic board (e.g., cookie sheet), the uppercase or lowercase letter grids (Activity Master P.002.AM1a - P.002.AM1b), and magnetic letters.
Attach grids to magnetic board using double-sided tape.

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

uppercase letter grid

g	n	u	
f	m	t	z
e	l	s	y
d	k	r	x
c	j	q	w
b	i	p	v
a	h	o	

lowercase letter grid

Objective

The student will name and match letters of the alphabet.

Materials

▶ Alphabet Arc (Activity Master P.003.AM1)

▶ 12" x 18" construction paper

Enlarge Alphabet Arc and glue to 12" x 18" construction paper.

▶ Set of uppercase letters (e.g., foam or plastic)

Activity

Students match letters of the alphabet to the Alphabet Arc.

1. Place the Alphabet Arc and the set of letters on a flat surface.
2. The student chooses a letter, names it (e.g., "p"), and places it on the corresponding letter on the Alphabet Arc.
3. Continues until all letters are matched.
4. Self-check

Extensions and Adaptations

▶ Match lowercase alphabet letters to the Arc.

▶ Complete partial Alphabet Arc (Activity Master P.003.AM2).

▶ Select a letter with eyes closed, attempt to identify it by its shape, and than place it on the corresponding letter on the Alphabet Arc.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

alphabet arc

Z

M N

A

partial alphabet arc

Phonics
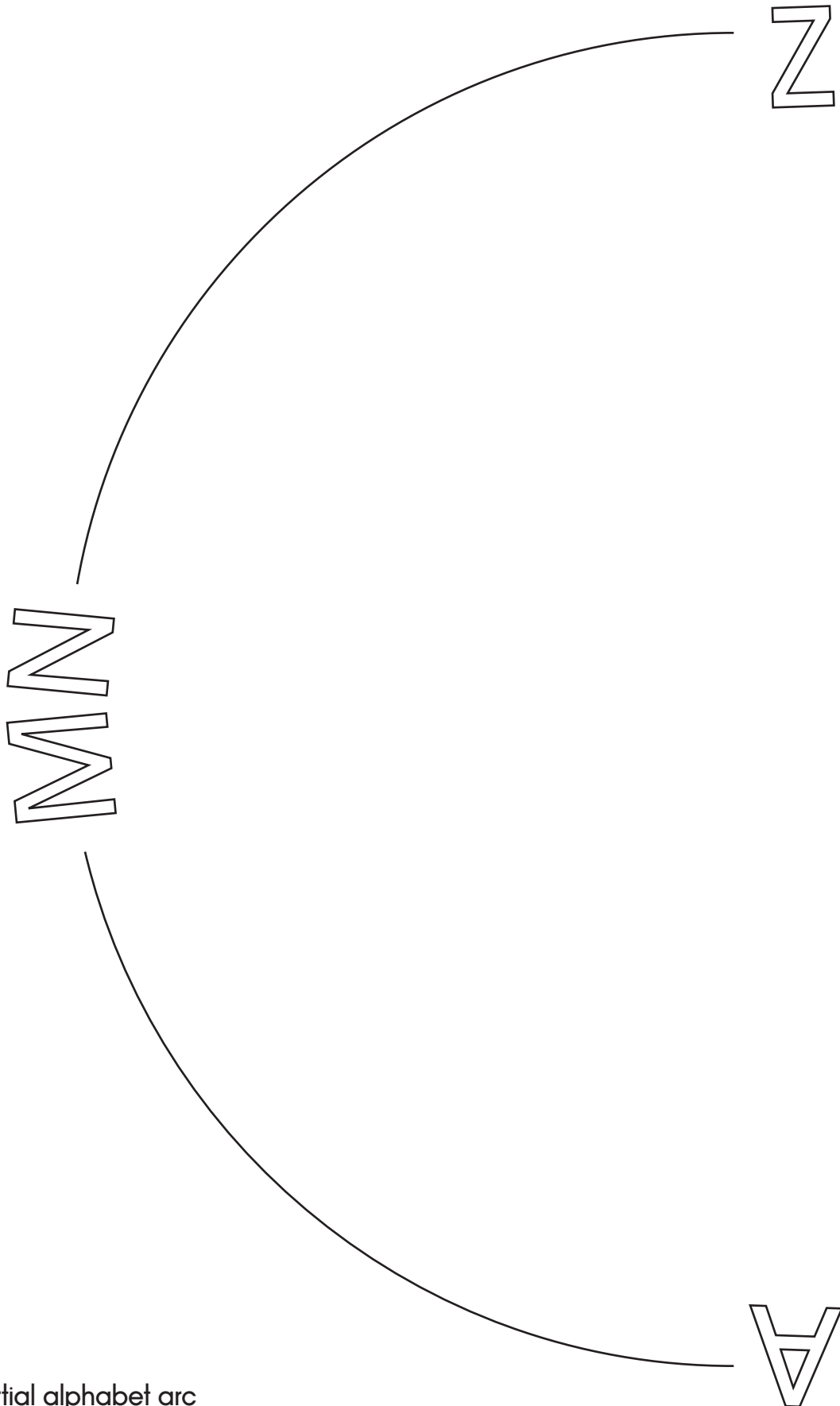
Clip-A-Letter

✐ Objective

The student will name and match letters of the alphabet.

✐ Materials

▶ Uppercase letter circle (Activity Master P.004.AM1)
Copy on card stock, cut out, and laminate.

▶ Clothespins
Write lowercase letters on clothespins.

✐ Activity

Students match lowercase letters on clothespins to uppercase letters on a circle.

1. Place the uppercase letter circle and clothespins on a flat surface.
2. Taking turns, students choose a clothespin, name the letter (e.g. "a"), and place it on the corresponding uppercase letter on the circle.
3. Continue until all letters are matched.
4. Peer evaluation
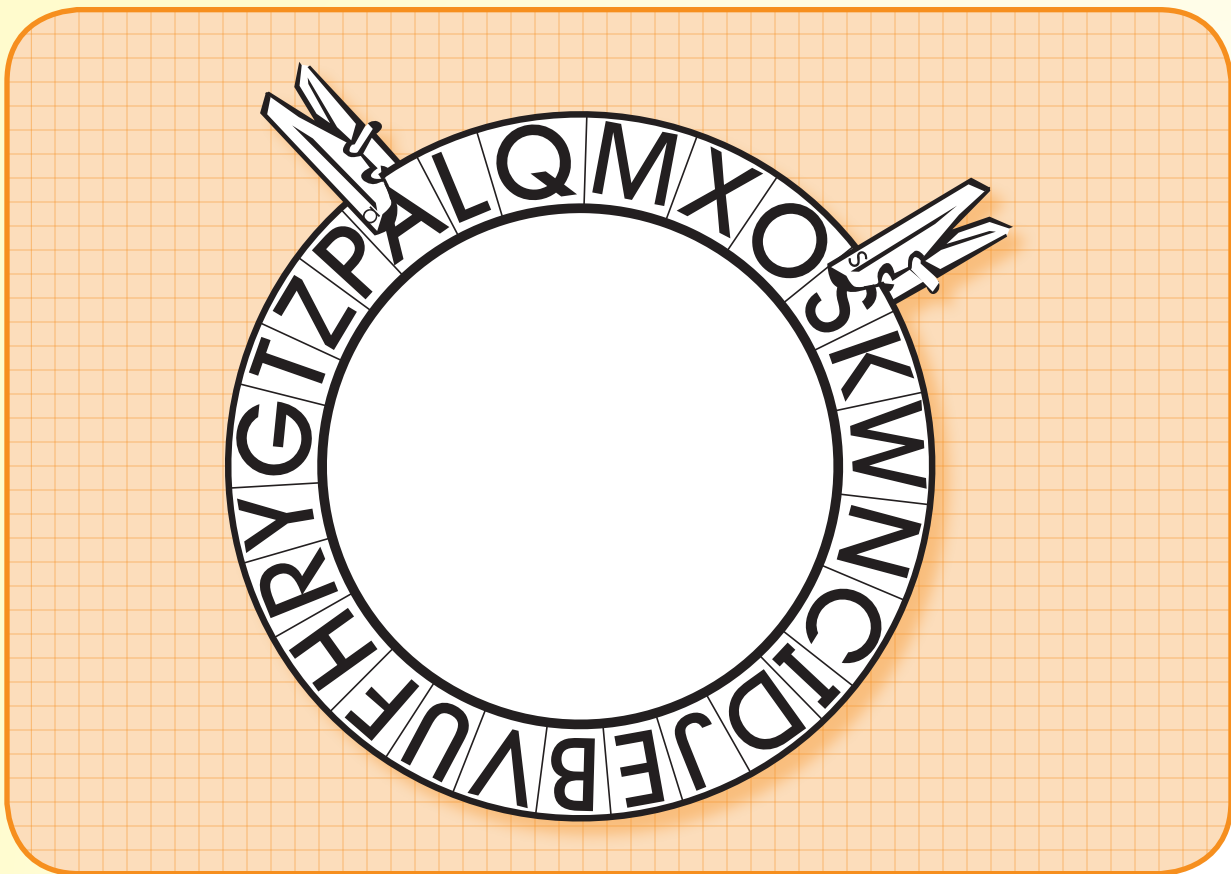
✐ Extensions and Adaptations

▶ Match uppercase clothespin letters to the uppercase letter circle.
▶ Match lowercase clothespin letters to the lowercase letter circle
(Activity Master P.004.AM2).
▶ Match clothespin letters to the initial sound picture circle (Activity Master P.004.AM3).
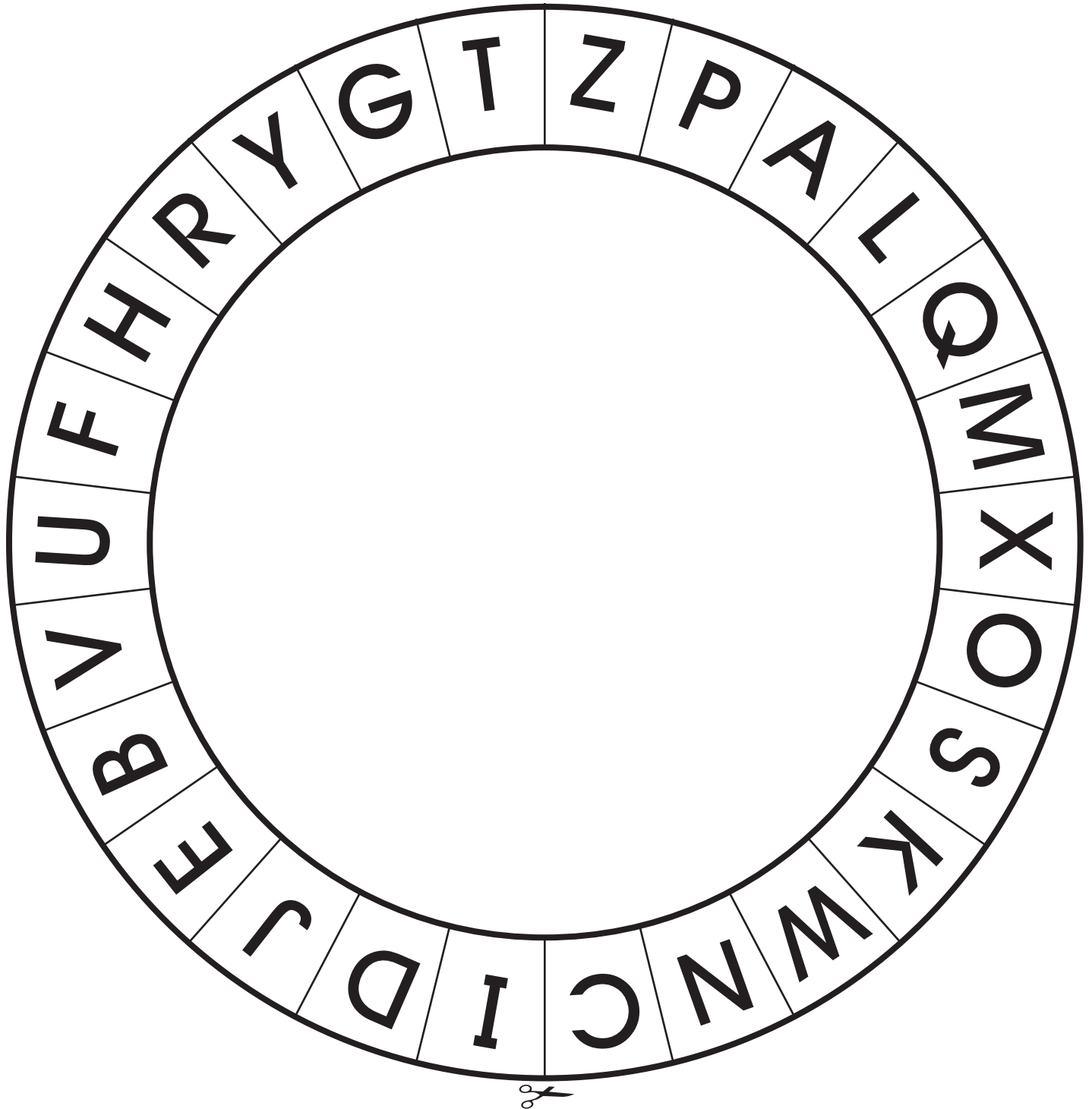
uppercase letter circle
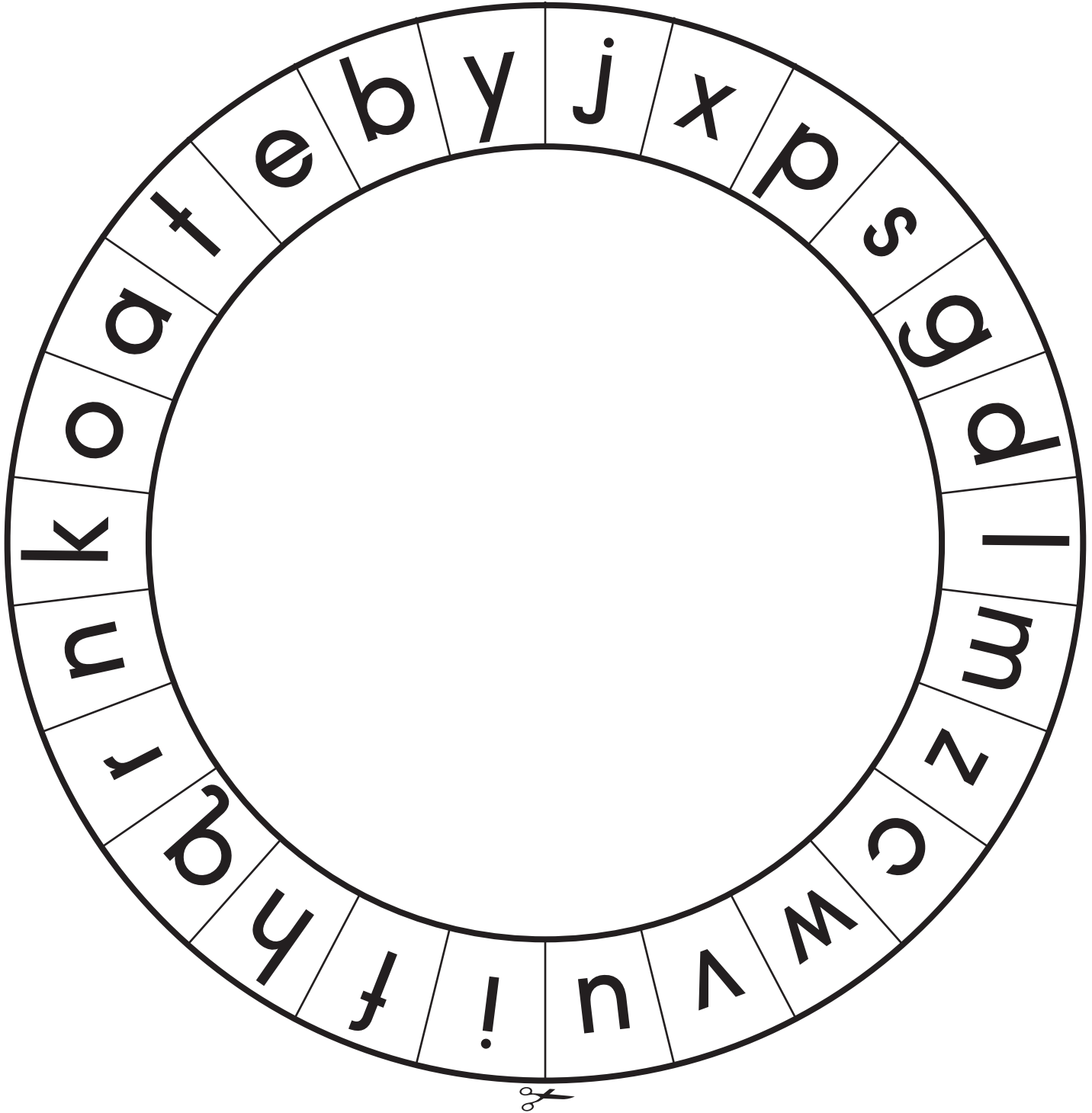
lowercase letter circle
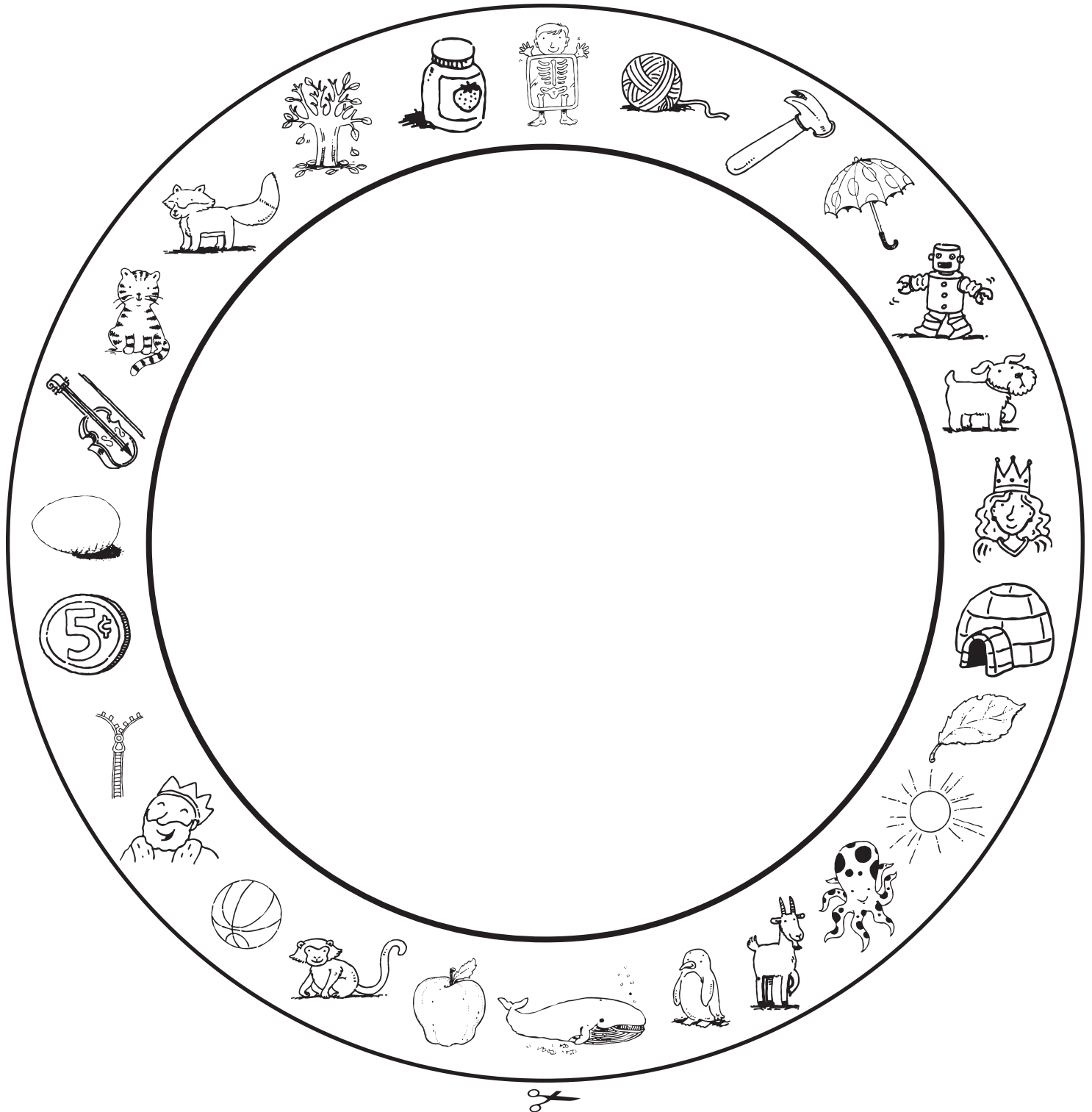
initial sound picture circle (starting at top): x-ray, yarn, hammer, umbrella, robot, dog, queen, igloo, leaf, sun, octopus, goat, penguin, whale, apple, monkey, basketball, king, zipper, nickel, egg, violin, cat, fox, tree, jam

Phonics

Sorting Letters

✎ ## Objective
The student will identify letters of the alphabet.

✎ ## Materials
- ▶ Print resources (e.g., magazines and catalogs)
  Review the print resources to ensure the information is appropriate for young children.
- ▶ Sorting Letters student sheet (Activity Master P.005.SS)
  Write three target letters at top of sheet.
- ▶ Scissors
- ▶ Glue

✎ ## Activity
Students sort letters cut from print resources.
1. Place print resources, scissors, and glue at the center. Provide the student with a student sheet.
2. The student names the three target letters (e.g., "h, b, k").
3. Identifies and cuts out target letters from print resources.
4. Glues letters under corresponding target letter on student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation

✎ ## Extensions and Adaptations
- ▶ Bring in samples of letters from home (e.g., letters cut from cereal boxes, pet food bags, etc.).
- ▶ Write entire alphabet across the top of chart paper and continue with letter sorting.

Name _____

Phonics
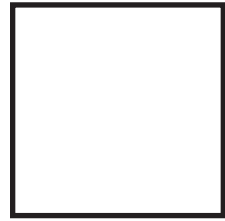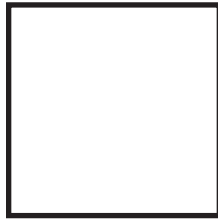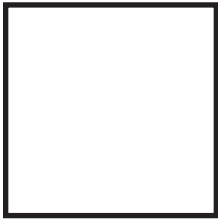
Pasta Names

✏ Objective

The student will identify letters of the alphabet.

✏ Materials

▶ Index cards

Write students' names so that curves and straight lines of the letters are emphasized.

▶ Elbow macaroni
▶ Spaghetti
▶ Glue

✏ Activity

Students form letters in names using pasta.

1. Place macaroni, spaghetti, and glue on a flat surface. Provide the student with a name card.
2. The student makes the letters in his name with the pasta and glues them under his name on the card.
3. Teacher evaluation
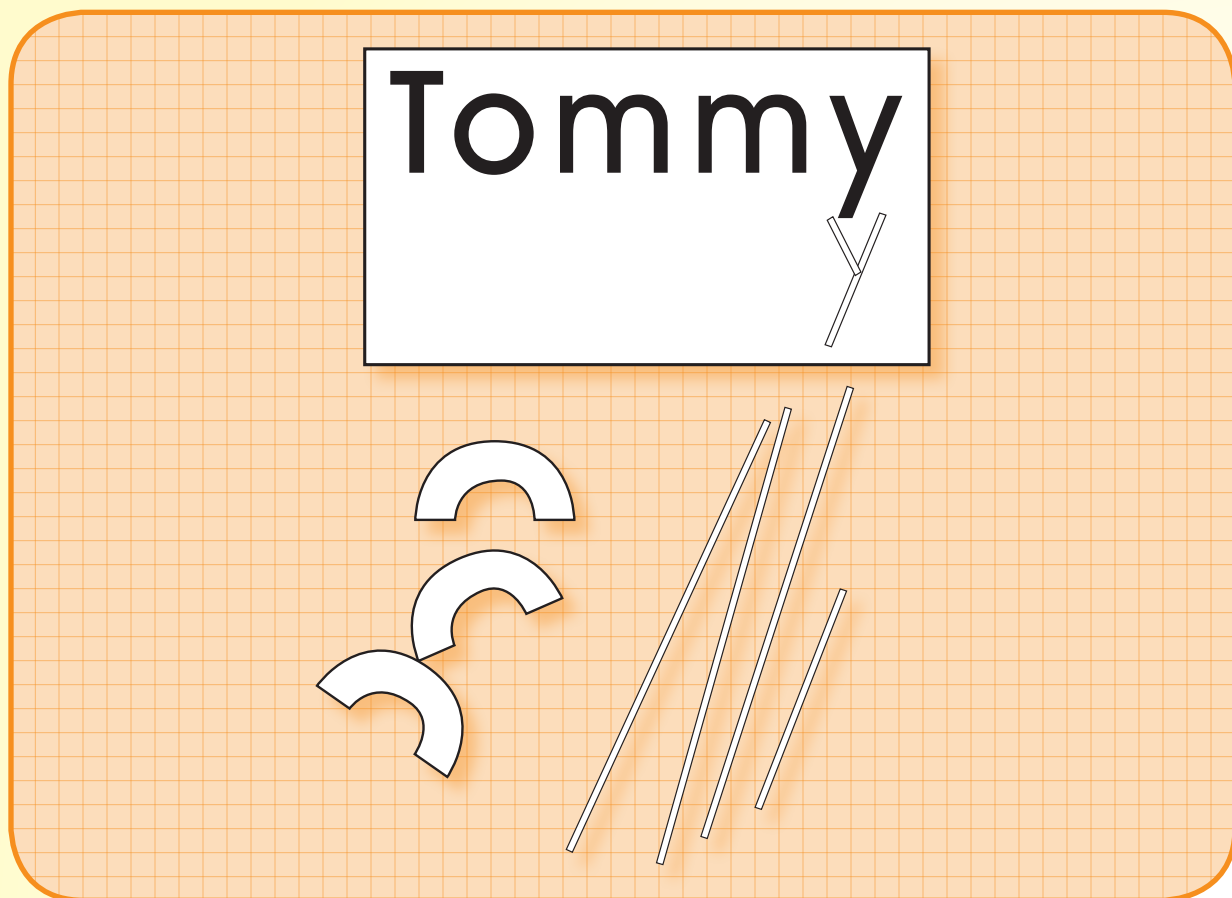
✏ Extensions and Adaptations

▶ Use pasta to make high frequency words.
▶ Use other materials (e.g., pipe cleaners, clay, stamps, etc.) to make letters.

📝 **Objective**

The student will identify letters of the alphabet.
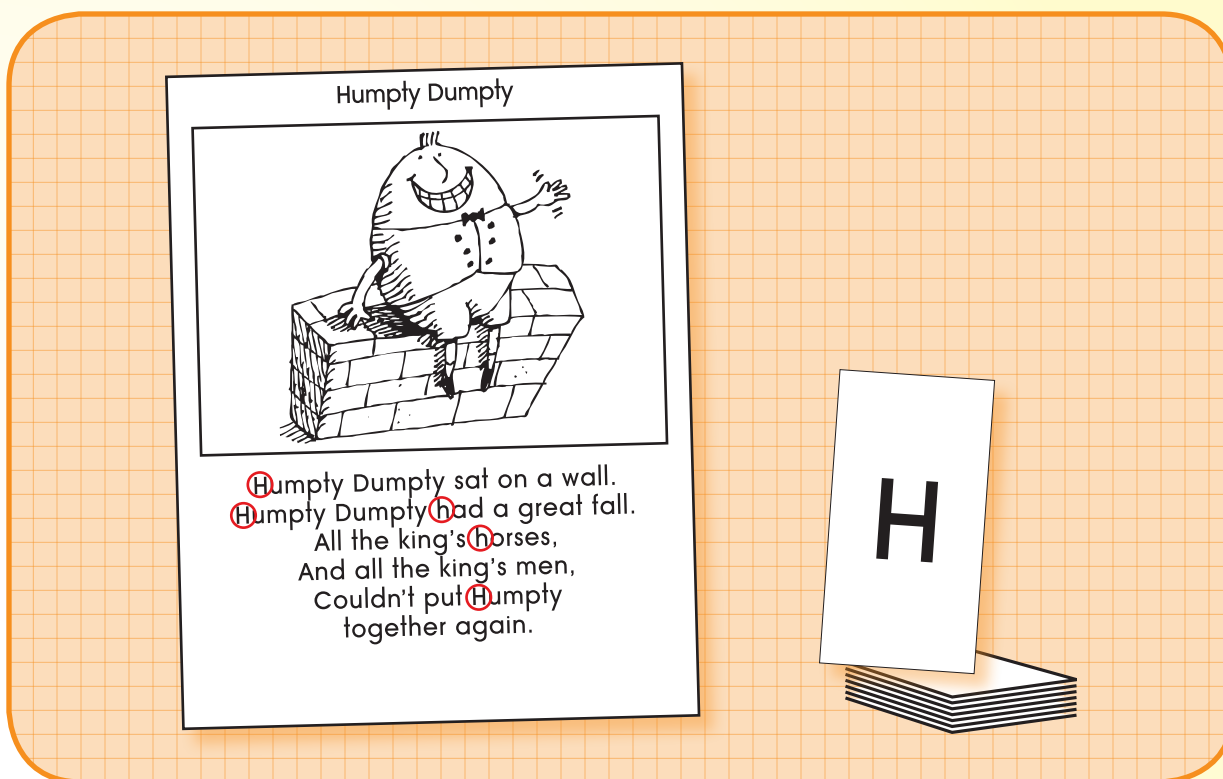
📝 **Materials**

▶ Nursery rhymes or poems (Activity Master P.007.AM1a - P.007.AM1j)
  Laminate or place rhymes in page protectors.
▶ Letter cards (Activity Master P.007.AM2a - P.007.AM2i)
  Choose target pairs of uppercase and lowercase letter cards.
▶ Vis-à-Vis® markers

📝 **Activity**

Students circle a target letter or letters on a nursery rhyme or poem.

1. Place the rhymes and target letter cards face up on a flat surface. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, student one chooses the uppercase and lowercase cards of a target letter and names it (e.g., "h").
3. Student two chooses a rhyme, finds, and circles the target letter throughout the rhyme.
4. Continue until all rhymes have a target letter circled throughout.
5. Peer evaluation

Humpty Dumpty

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king's horses,
And all the king's men,
Couldn't put Humpty
together again.

H

📝 **Extension and Adaptations**

▶ Circle high frequency words.
▶ Find and circle target letters in a newspaper.

Humpty Dumpty
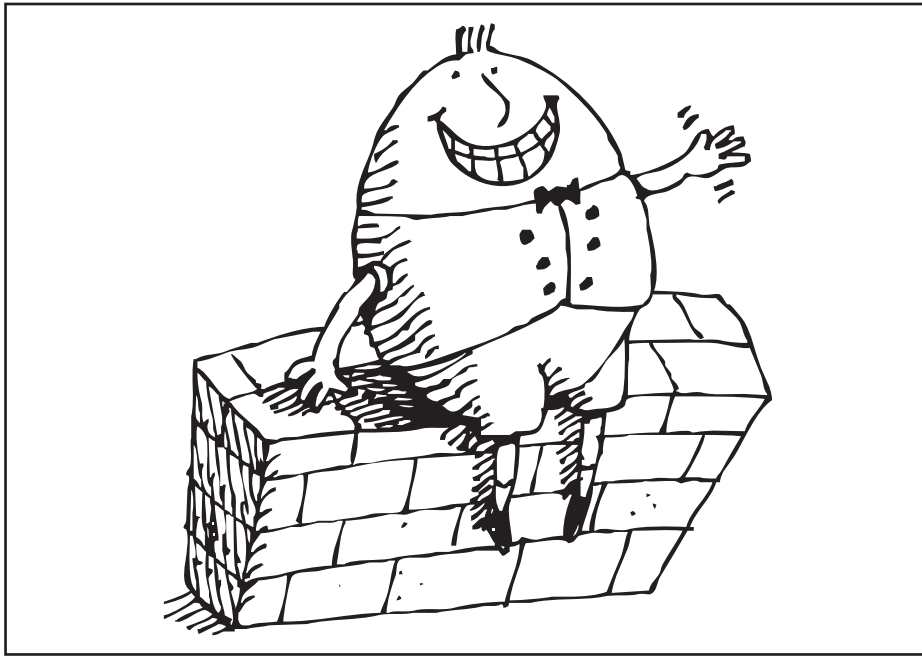

Humpty Dumpty sat on a wall.
Humpty Dumpty had a
great fall.
All the king's horses,
And all the king's men,
Couldn't put Humpty
together again.

The Eency Weency Spider
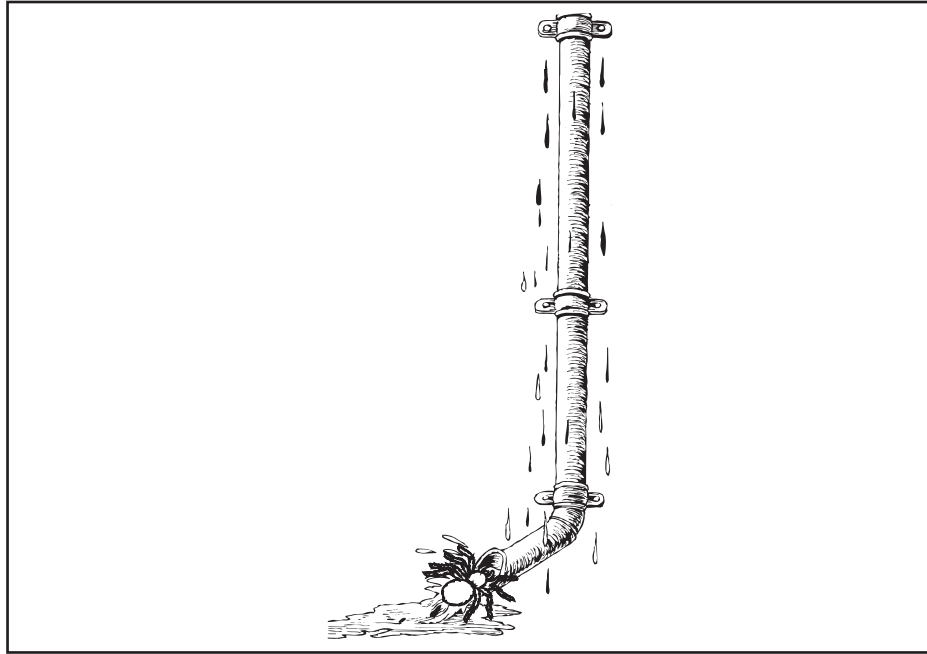
The eency weency spider
Climbed up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
And the eency
weency spider
Climbed up the spout again.

London Bridge

London Bridge is falling down,
Falling down, falling down,
London Bridge is falling down,
My fair lady.

Build it up with wood and clay,
Wood and clay, wood
and clay,
Build it up with wood and clay,
My fair lady.

Twinkle, Twinkle Little Star
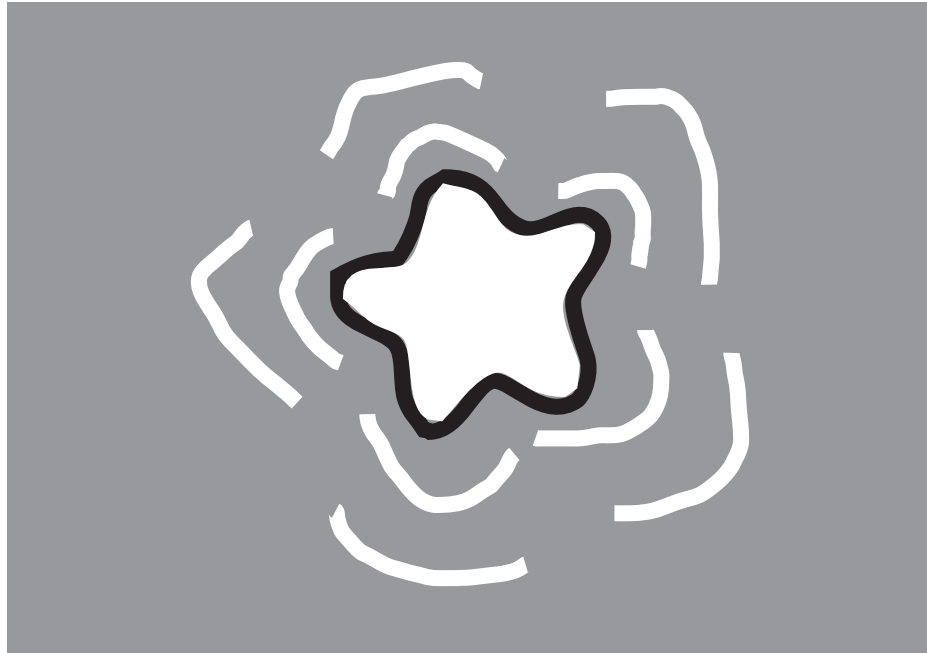
Twinkle, twinkle little star,
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle little star,
How I wonder what you are.

Five Little Speckled Frogs

Five little speckled frogs,
Sitting on a hollow log,
Eating some most delicious bugs,
Yum, Yum.
One frog jumped in the pool,
Where it was nice and cool,
Now there are four
speckled frogs,
Glub, glub.

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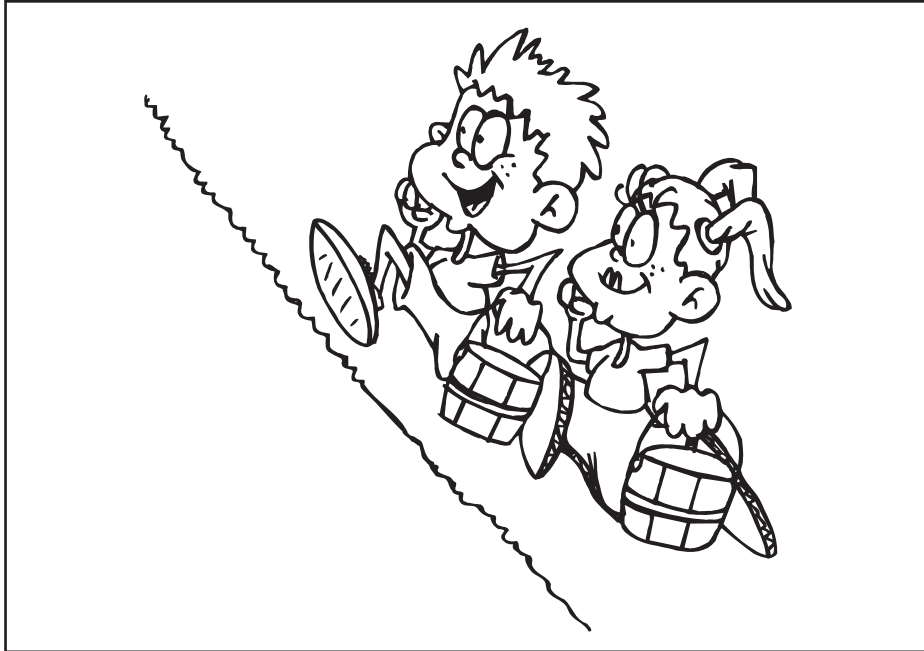
Jack and Jill went up a hill,
To fetch a pail of water.
Jack fell down and broke
his crown,
And Jill came tumbling after.

Up Jack got and home did trot,
As fast as he could caper.
Went to bed and bound his head,
With vinegar and brown paper.

Jack Be Nimble

Jack be nimble,
Jack be quick,
Jack jump over the
candlestick.

Star Light, Star Bright
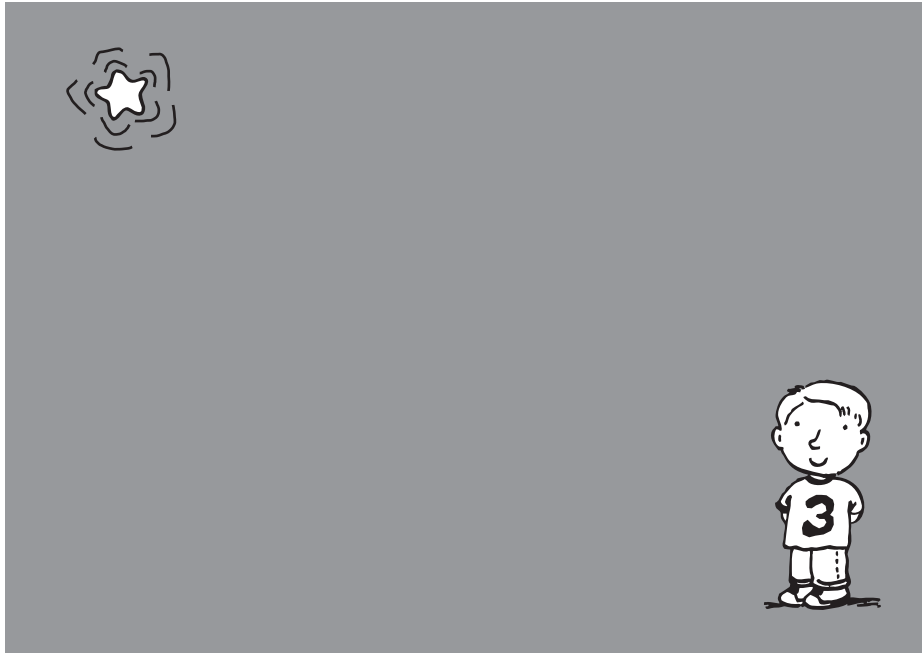
Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.

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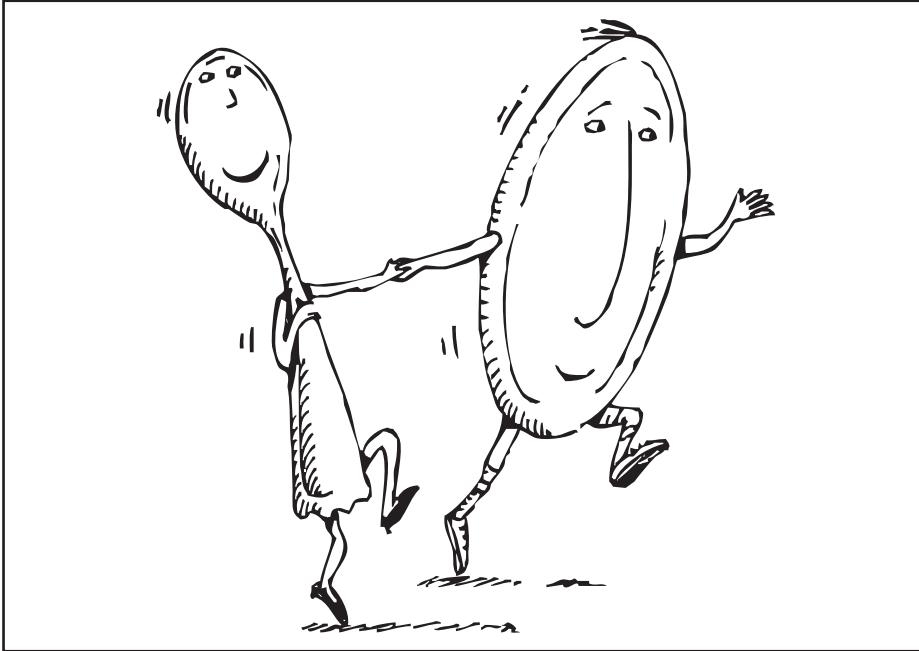
Hey diddle diddle,
the cat and the fiddle,
The cow jumped over the
moon,
The little dog laughed to
see such sport,
And the dish ran away
with the spoon.

Little Boy Blue
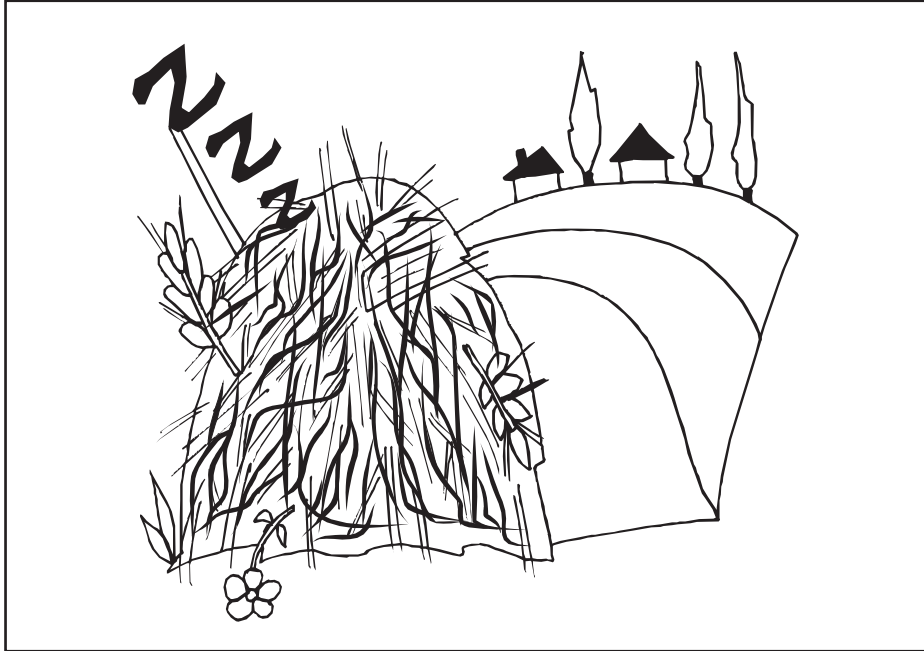
Little Boy Blue,
come blow your horn,
The sheep's in the meadow,
the cow's in the corn.
Where is the boy who looks
after the sheep?
He's under the haystack,
fast asleep.

Poetry Pen

A	B	C
D	E	F

letter cards

G	H	I
J	K	L

letter cards

M	N	O
P	Q	R

letter cards

Poetry Pen

S	T	U
V	W	X

letter cards

y   z   a

b   c   d

letter cards

e	f	g
h	i	j

letter cards

k | l | m

n | o | p

letter cards

q	r	s
t	u	v

letter cards

w	x	y
z		

letter cards

Objective
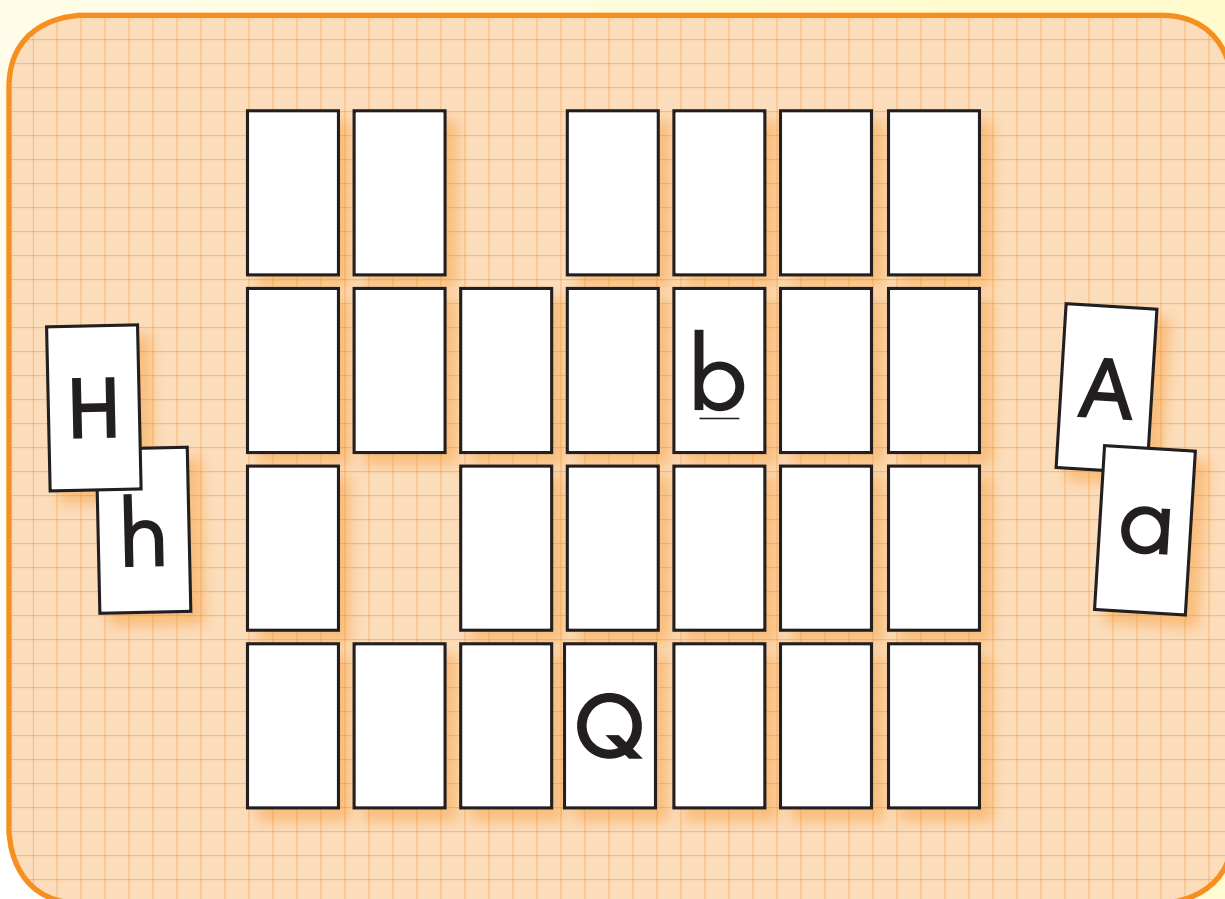
The student will identify letters of the alphabet.

Materials

▶ Uppercase and lowercase letter cards (Activity Master P.007.AM2a - P.007.AM2i)
  Choose eight to ten target pairs of uppercase and lowercase letter cards.

Activity

Students pair uppercase and lowercase letters while playing a memory game.

1. Separate uppercase and lowercase letter cards. Place cards face down in different rows.
2. Taking turns, students select two cards and name the letter on each (e.g., "H, h" or "b, Q").
3. Determine if there is a letter match. If there is a match (e.g., H, h), pick up cards, place to the side, and take another turn. If cards do not match (e.g., b, Q), return to their original positions and allow partner to take a turn.
4. Continue until all letter pairs are made.
5. Peer evaluation

Extensions and Adaptations

▶ Play using other target letters.
▶ Match letters to initial sound picture cards (Activity Master P.LSC-I.1 - P.LSC-I.22).

Phonics

Alphabet Tiles Name Sort

✏ Objective
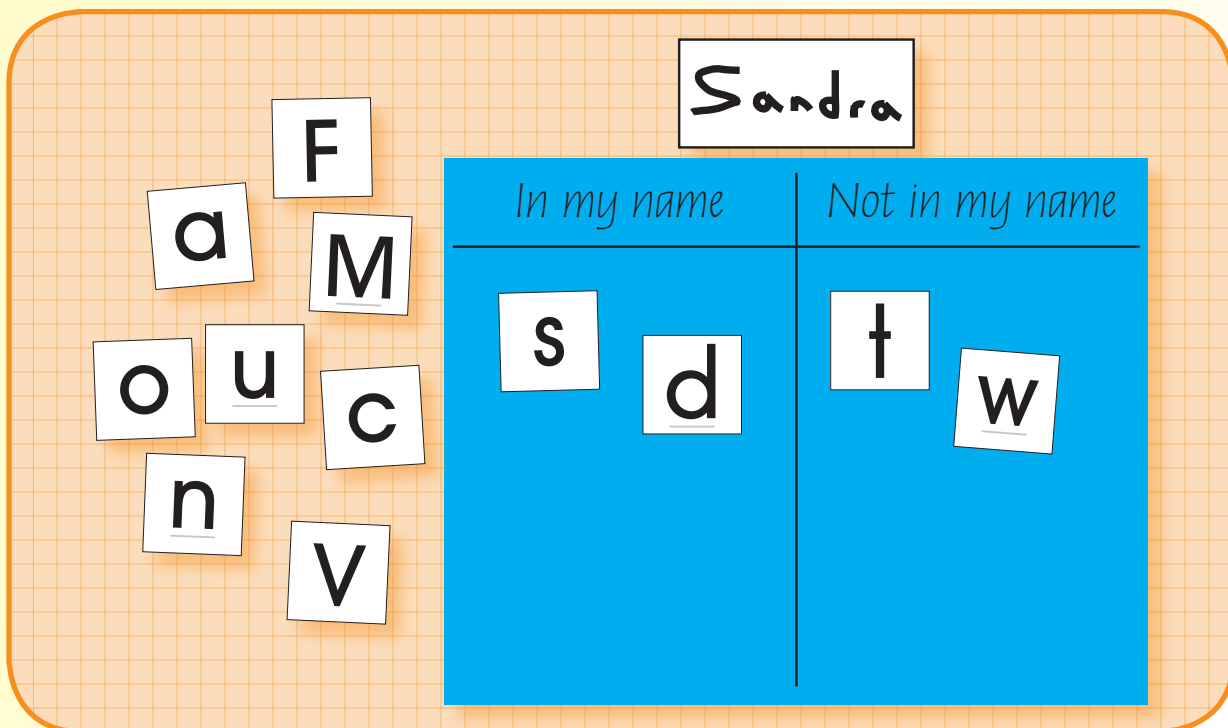
The student will identify letters of the alphabet.

✏ Materials

▶ Uppercase and lowercase alphabet letter tiles or letter tile cards
   (Activity Master P.009.AM1a - P.009.AM1b)
▶ 12" x 18" construction paper
   Draw a T-chart. Label the left side "In my name," and label the right side "Not in my name."
▶ Index cards
   Write students' names.

✏ Activity

Students sort the letters in their names by using a T-chart.

1. Place the T-chart on a flat surface. Scatter the letter tiles to the side of the chart. Place the name cards face up in rows.
2. The student selects his name card.
3. Selects one tile at a time, names it, and places it in appropriate column.
4. Continues until all tiles are sorted. Puts tiles on the left side of the T-chart in order to spell name.
5. Self-check

✏ Extensions and Adaptations

▶ Sort classmates' names.
▶ Alphabetize the letter tiles and/or classmates' names.
▶ Say the letter sound when sorting.

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

uppercase letter tile cards

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z				

lowercase letter tile cards

✎ Objective

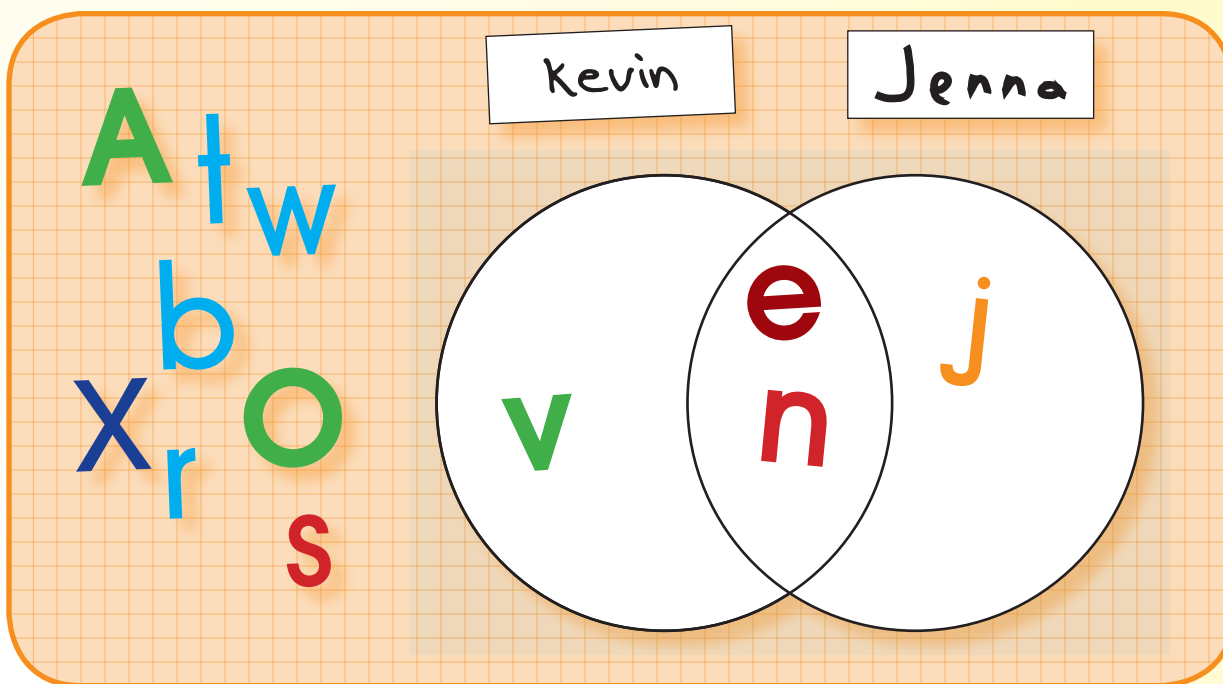The student will identify letters of the alphabet.

✎ Materials

- ▶ Sets of uppercase or lowercase letters (e.g., foam or plastic)
- ▶ Venn Diagram (Activity Master P.010.AM1)
  Enlarge, laminate, and cut.
- ▶ Index cards
  Write students' names.

✎ Activity

Students sort the letters in their names using a Venn Diagram.

1. Place the Venn Diagram on a flat surface. Scatter the letters to the side of the diagram. Place the name cards face up in rows.
2. Working in pairs, students select their name cards and place above a circle.
3. Select one letter at a time and name it.
4. Place letters that are shared by both names in the overlapping area of the circles on the Venn Diagram. Place letters which are unique to just one of the names in the corresponding circle. Place letters that are in neither name to the side of the diagram.
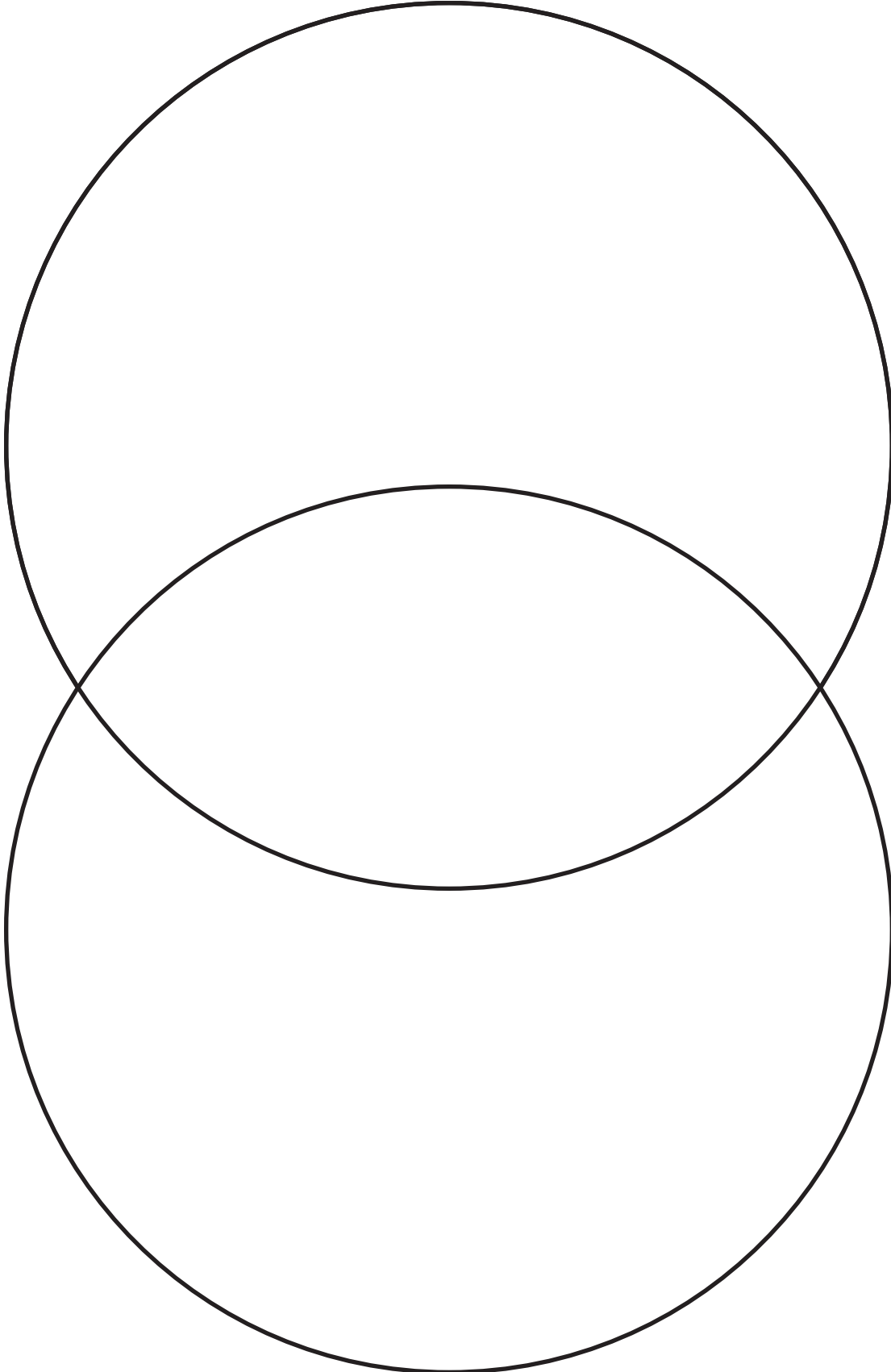5. Continue until all letters are sorted.
6. Peer evaluation

✎ Extensions and Adaptations

- ▶ Use last names.
- ▶ Use classmates' names.

venn diagram

Objective

The student will identify and order the letters of the alphabet.

Materials

▶ Green construction paper
   Cut 26 rectangles and label the top half of each with an uppercase letter from "A-Z." Draw a mouth and an antennae on the "A" rectangle.
   Laminate.
▶ Vis-à-Vis® markers

Activity

Students alphabetize uppercase letters and write corresponding lowercase letters.

1. Scatter rectangles face up on a flat surface. Provide students with a Vis-à-Vis® marker.
2. Working in pairs, students place rectangles in alphabetical order while naming each letter.
3. Label the bottom of the rectangles with corresponding lowercase letters using a Vis-à-Vis® marker.
4. Continue until all uppercase letters have corresponding lowercase letters.
5. Peer evaluation

A	B	C	D	E	F	G	H	I	J	K	L
a	b	c	d	e	f	g	h				
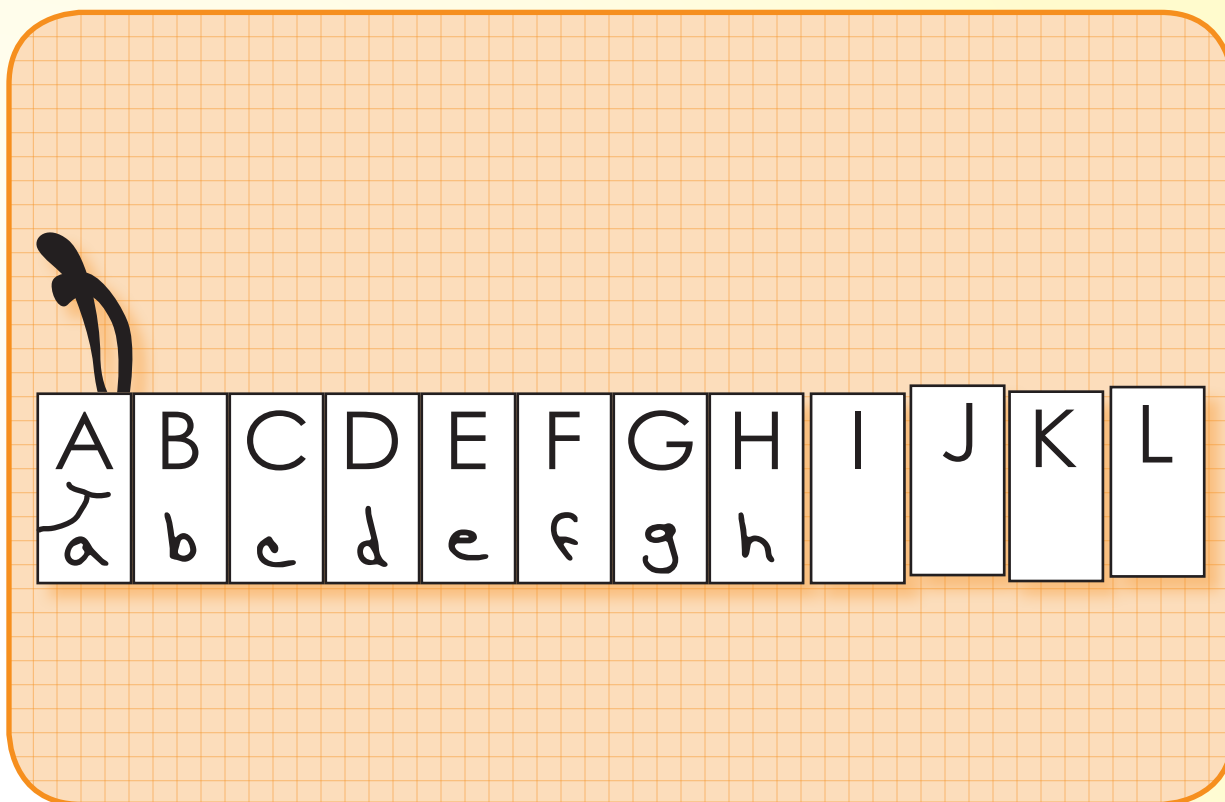
Extensions and Adaptations

▶ Use pictures and sort by initial or final sounds (Activity Master P.LSC-I.1 - P.LSC-I.22 or P.LSC-F.1 - P.LSC-F.16).
▶ Point to letters randomly while partner says sound.

Objective

The student will gain speed and accuracy in letter recognition.

Materials

▶ Alphabet Arc (Activity Master F.001.AM1)
Enlarge 200 percent.
▶ 12" x 18" construction paper
Glue Alphabet Arc to construction paper.
▶ Set of uppercase letters (e.g., foam or plastic)
▶ Timer (e.g., digital)

Activity

Students match letters of the alphabet to the Alphabet Arc in a timed activity.

1. Place the Alphabet Arc and set of letters on a flat surface. Place the timer at the center.
2. The student sets the timer for one minute. Chooses a letter, names it (e.g., "P"), and places it on the corresponding letter on the Alphabet Arc.
3. Continues until the timer goes off. Repeats the activity attempting to match all letters in less than one minute.
4. Self-check

Extensions and Adaptations

▶ Match lowercase alphabet letters to the Alphabet Arc in three minutes or less.
▶ Complete the partial Alphabet Arc in three minutes or less (Activity Master F.001.AM2).

ABCDEFGHIJKLMNOPQRSTUVWXYZ

alphabet arc

Z

M N

A

partial alphabet arc

Fluency
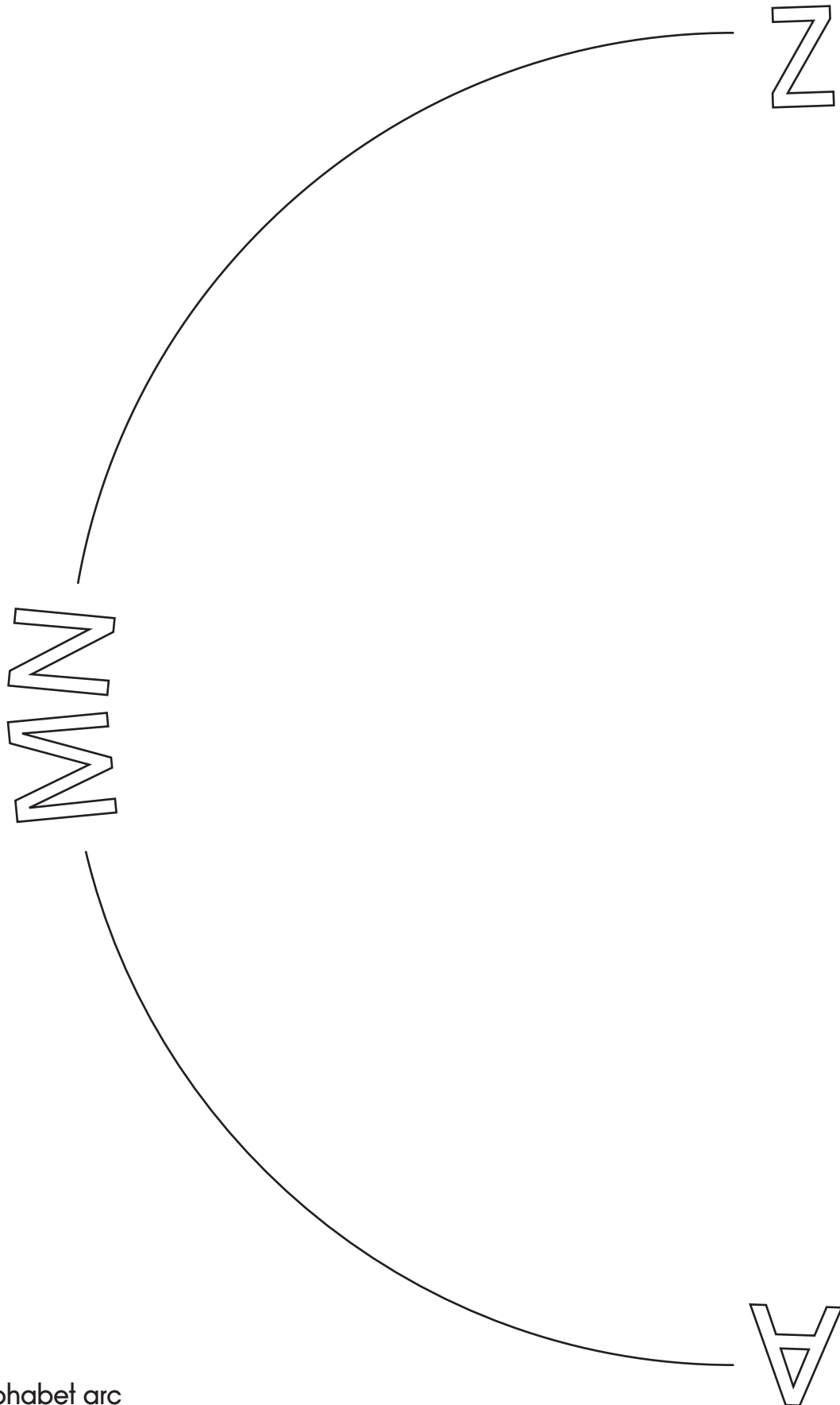
Hungry Letter Mouse

✎ Objective
The student will gain speed and accuracy in letter recognition.

✎ Materials
▶ Erasers
▶ Mouse covers (Activity Master F.002.AM1)
  Copy, cut, and tape to erasers.
▶ Alphabet strip (Activity Master F.002.AM2)
  Copy, cut, assemble, and laminate.
▶ Counters
▶ Whiteboards
▶ Vis-à-Vis® markers

✎ Activity
Students quickly write and name letters of the alphabet.
1. Place the alphabet strip and counters at the center. Provide each student with a whiteboard, Vis-à-Vis® marker, and eraser.
2. Taking turns, student one looks at the alphabet strip, selects a letter, writes it on the whiteboard, shows it to student two, and begins counting to three. Student two names the letter.
3. If correct, and named within three seconds, student one places a counter on the corresponding letter on the alphabet strip. If incorrect, or if the letter is not identified within three seconds, student one wipes the letter with the eraser allowing the mouse to "eat" the letter.
4. Continue until all letters on the alphabet strip are covered with counters.
5. Peer evaluation
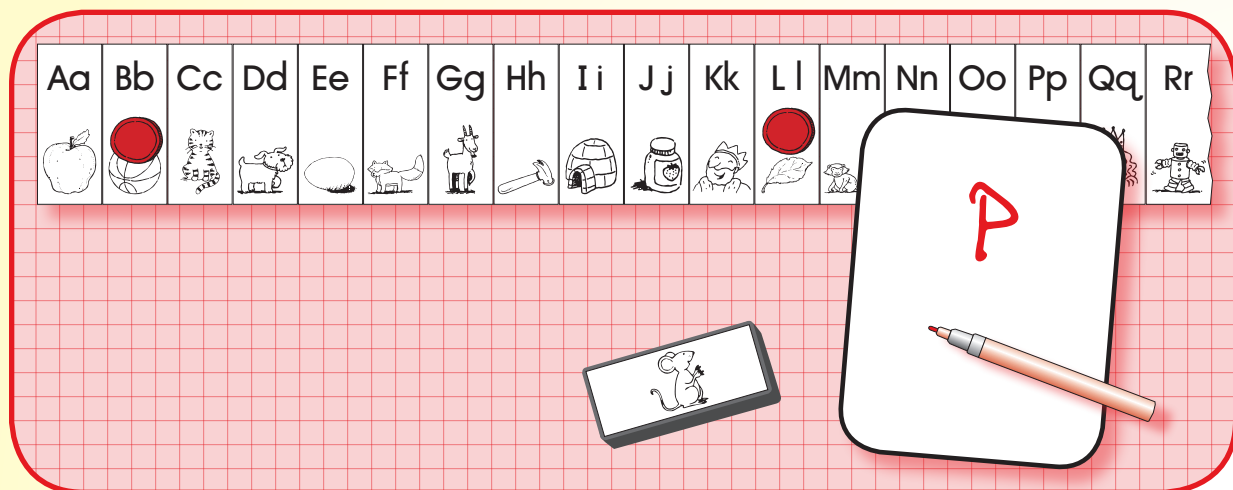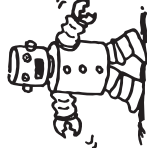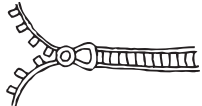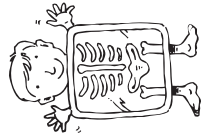
✎ Extensions and Adaptations
▶ Say the sound of each letter.
▶ Say a word that begins with the initial sound of each letter.
▶ Use high-frequency words.

mouse covers

glue	glue	
I i	Rr	
Hh	Qq	Zz
Gg	Pp	Yy
Ff	Oo	Xx
Ee	Nn	Ww
Dd	Mm	Vv
Cc	Ll	Uu
Bb	Kk	Tt
Aa	Jj	Ss

alphabet strip

✏ Objective

The student will gain speed and accuracy in letter recognition.

✏ Materials

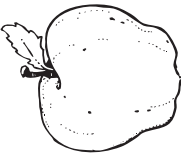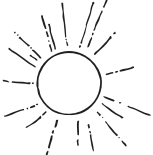▶ Letter cards (Activity Master F.003.AM1a - F.003.AM1i)
   Choose six target letters, copy on card stock six times, and cut into cards.
▶ Time record student sheet (Activity Master F.003.SS)
▶ Timer (e.g., digital)
▶ Pencils

✏ Activity

Students identify letters while playing a card game.

1. Place the letter cards face down in a stack. Place the timer at the center. Provide the students with one time record.
2. Working in pairs, student one selects the top card from the stack as the target letter and places it face up on the table. Student two divides the remaining letter cards into two stacks and each student gets one stack.
3. Student one starts the timer and says "begin." Each student turns over one card, says the letter as quickly as possible, and taps his card if it matches the target letter.
4. If a match is made, places the card below the target letter. If a match is not made, places the card to the side.
5. Play until each student uses all his cards. Student one stops timer and records time on student sheet.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation
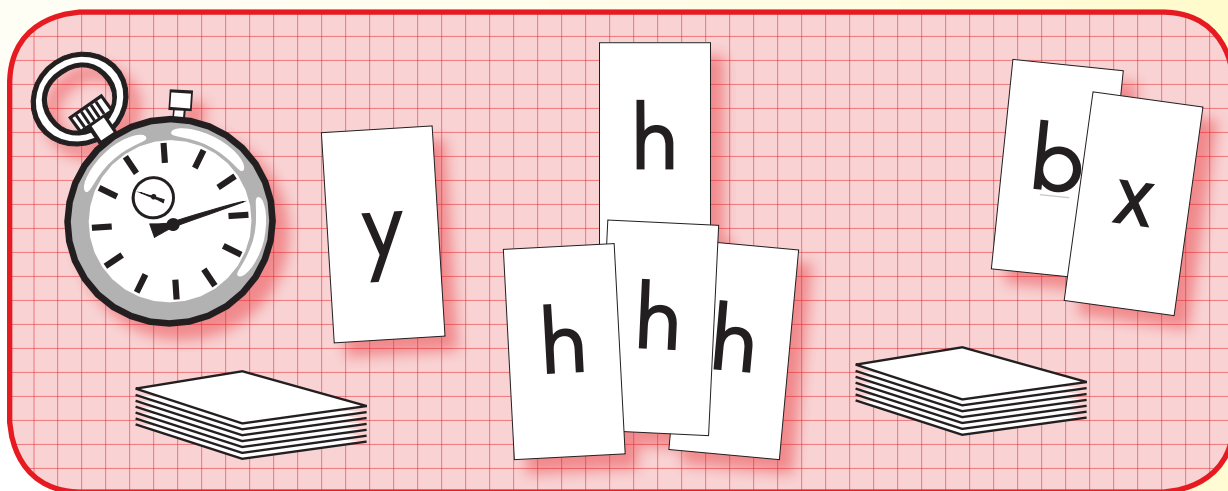
✏ Extensions and Adaptations

▶ Use other target letters.
▶ Use target words.

A B C

D E F

letter cards

G	H	I
J	K	L

letter cards

M	N	O
P	Q	R

letter cards

S	T	U
V	W	X

letter cards

y	z	a
b	c	d

letter cards

e	f	g
h	i	j

letter cards

k	l	m
n	o	p

letter cards

q	r	s
t	u	v

letter cards

w	x	y
z		

letter cards

Name _____

Time Record

	Minutes	Seconds	
1ˢᵗ Try	_____	**:** _____	_____
2ⁿᵈ Try	_____	**:** _____	_____
3ʳᵈ Try	_____	**:** _____	_____
4ᵗʰ Try	_____	**:** _____	_____
5ᵗʰ Try	_____	**:** _____	_____