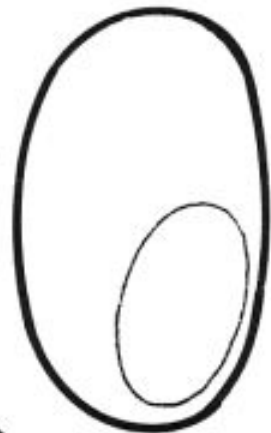


collar

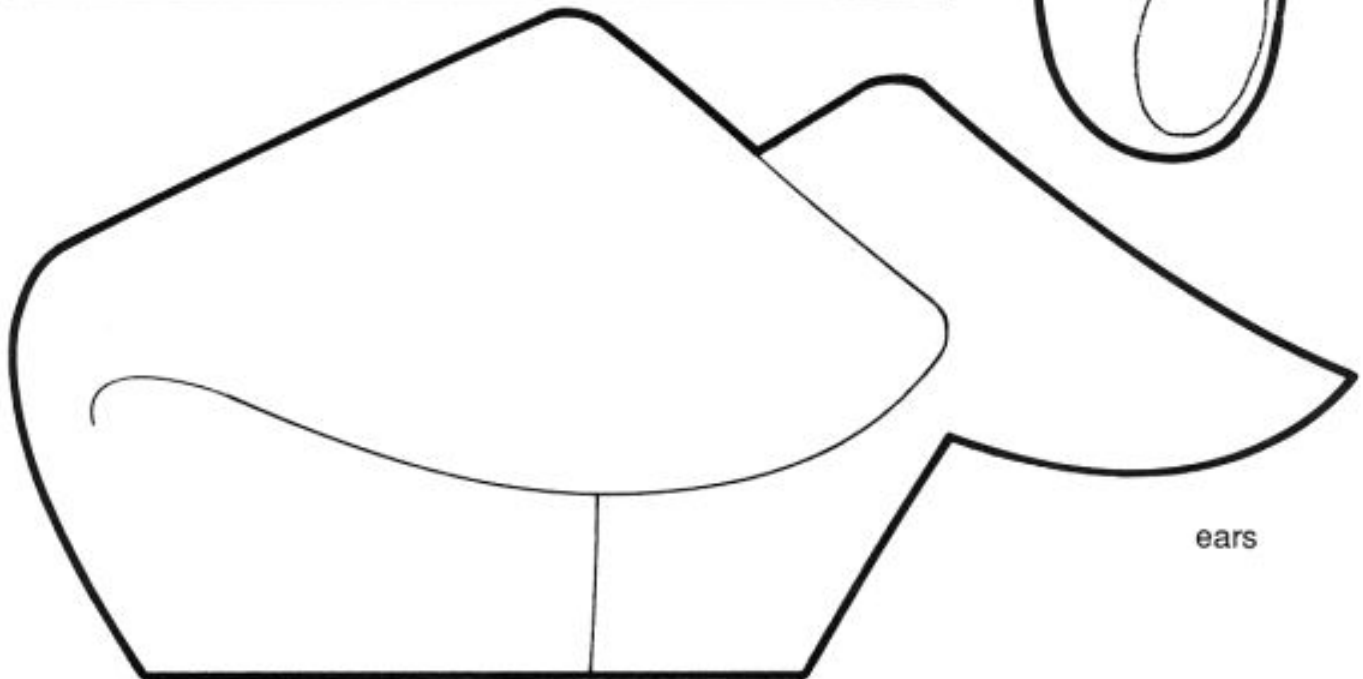
name tag



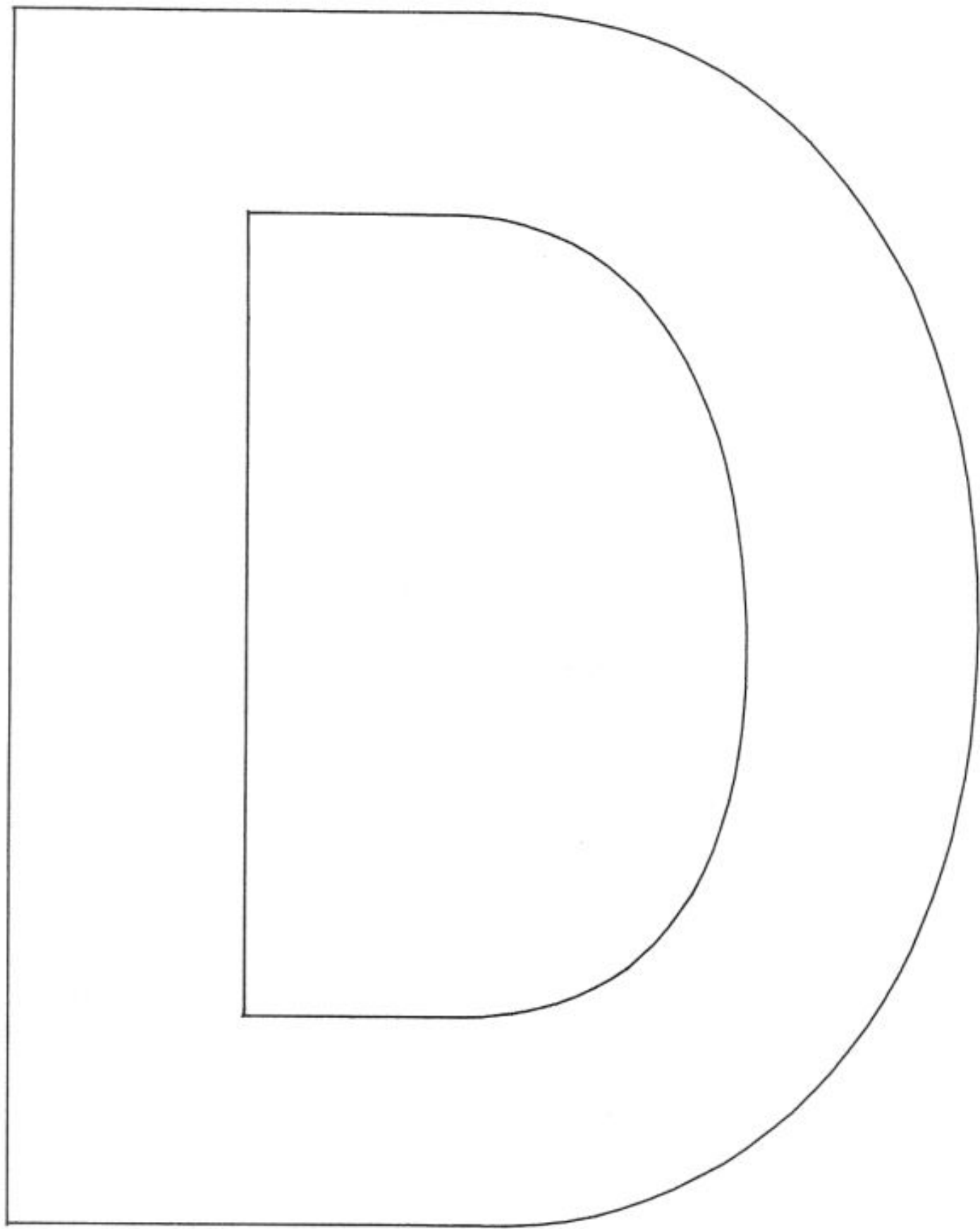
nose



eye



ears



## HOW TO USE THIS BOOK

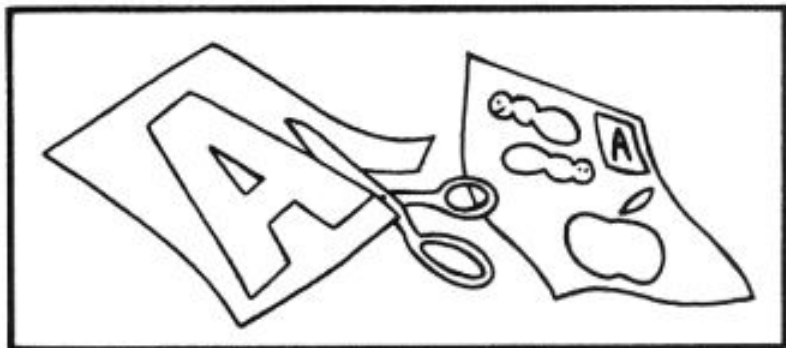
This book offers three sets of patterns: capital letters and the pieces to use for an art activity using the capital letters, lower case letters, and a set of cards depicting a word and object for each letter. The teacher's guide offers activities for building the following skills:

1. letter recognition / sound association
2. differentiating letters and sounds
3. sequential order
4. putting sounds together / beginning phonics

### ART PROJECTS WITH THE CAPITAL LETTERS

#### SKILL: letter recognition / sound association

1. Reproduce the capital letter on construction paper. Reproduce the pattern parts to go with that letter on bond paper. Let the children color the pattern pieces and cut out both the pieces and the capital letter.

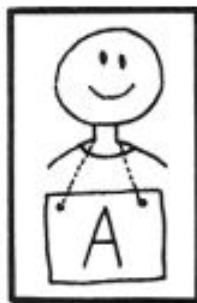


2. We recommend auditory instruction, while demonstrating once or twice where the pieces are to be glued (good practice for following directions). The corner picture showing the finished project may also be displayed. Assembling the pieces onto the letter in approximately the correct place provides good visual skill practice - similar to a puzzle.

### LETTER SHIELDS

#### (using upper and lower case letters and picture cards)

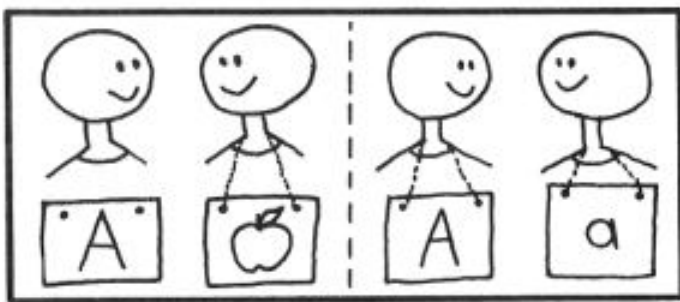
To make the letter shields, reproduce, trace, or glue each upper case letter, lower case letter, and picture card INDIVIDUALLY to a separate piece of 8-1/2" x 11" construction paper. Punch a hole in each top corner. String a 12" piece of yarn from corner to corner. When worn around the neck, the "shield" should be on the child's chest.



#### SKILL: letter recognition / sound association

1. Have the children form a circle and face out. Pass out an upper case letter and matching lower case letter to the children at random. EXAMPLE: if you have ten children, pass out ABCDE and abcde, one to each child, at random. When you say, "GO," the children turn into the circle and try to find their matching letters. If there is an uneven number of children, the teacher plays too.
2. Play the same game using the letter and picture cards.

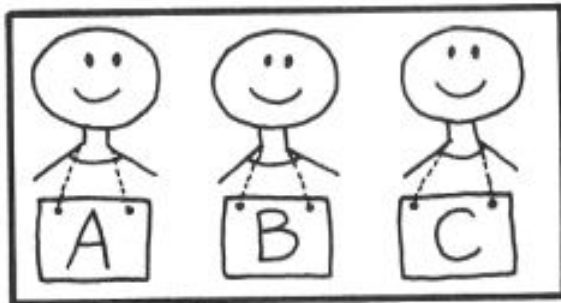
3. Pass out the letter shields to children sitting on the rug. Hold up a picture card. The child wearing the beginning sound letter stands up. When they are all standing, shuffle the cards, hold them up one at a time, and have children sit when they recognize their pictures.
4. Play the game with lower case letters instead of pictures.



### SKILL: differentiating letters

The most confusing letters are the lower-case groups of (b , d) (c , e) (f, h, k) (u ,v) (j, g,q) and (s , z). Make four or five extra shields for each of these lower case letters.

1. Play the games as instructed for letter recognition, but use the confusing letter groups.
2. Hand out five each of two letters that are easily confused. EXAMPLE: five b's and five d's. Let the children put themselves into groups that match.

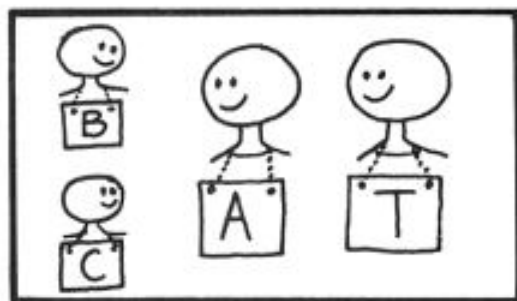


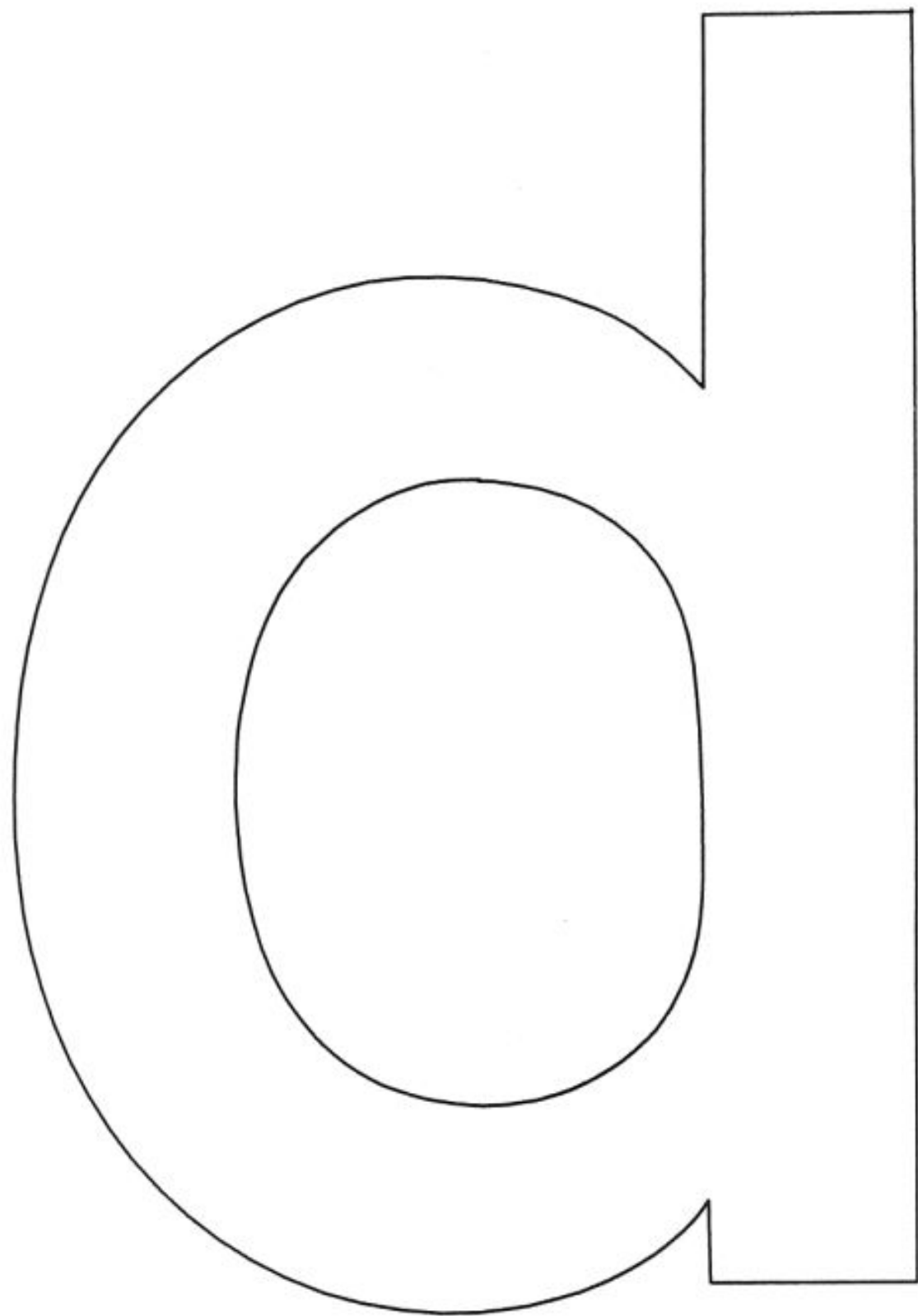
### SKILL: sequencing

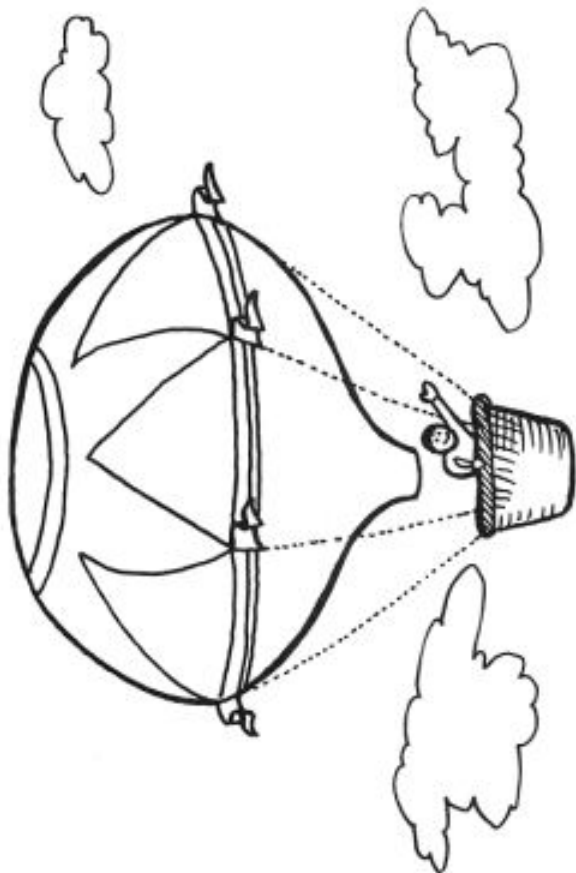
1. Pass out the shields at random. Let one child place them in sequential order.
  2. If you can handle a little chaos, let them put themselves in sequential order. Usually, a few leaders emerge but there is more participation by the group.
  3. Mix the upper and lower case and the picture cards for #1. Example: AbcD elk.
4. Do sections of the alphabet. Stand G at one side of the room and O on the other side. Let the children fill in the correct letters.

### SKILL: putting sounds together

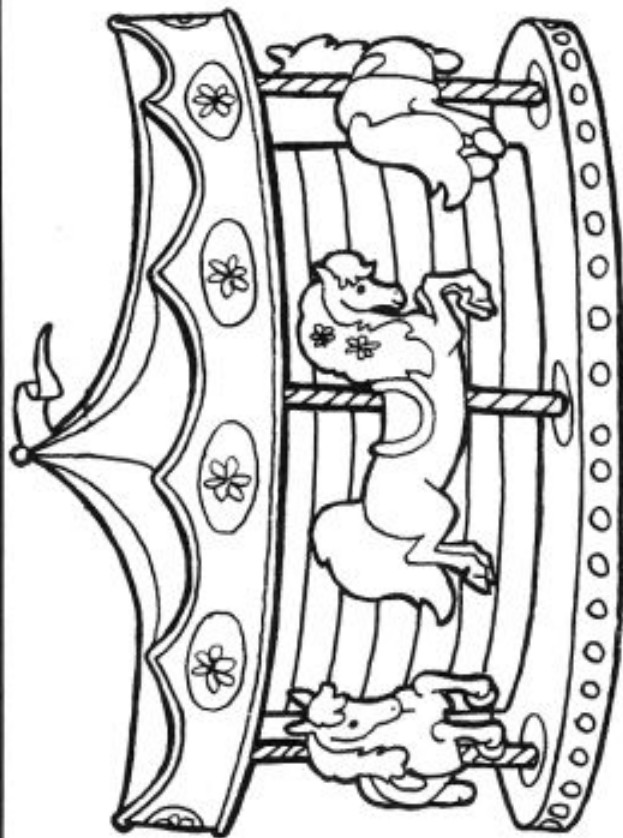
1. Pass out the shields and choose two letters (A T or A G are good to start with) to stand up next to one another. Sound them out. Then ask if others can stand up with them and make a word.
2. After some practice changing the beginning sound, change the ending sound. Be sure to watch for children who have difficulty hearing the difference in the ending sounds.
3. After some practice making words with your direction, let them make words of their own.
4. If you can handle a little chaos, form a circle facing out. When you say, "GO," they turn in and find partners to make words. This can lead to discussions about certain letters that are hard to make words with and certain letters that are more in demand. With two classes and a good-sized room, this is a fun rainy day game. You can play it like musical chairs; those that don't make a word are out. Between games, switch letters so that everyone gets a chance to be a coveted vowel.







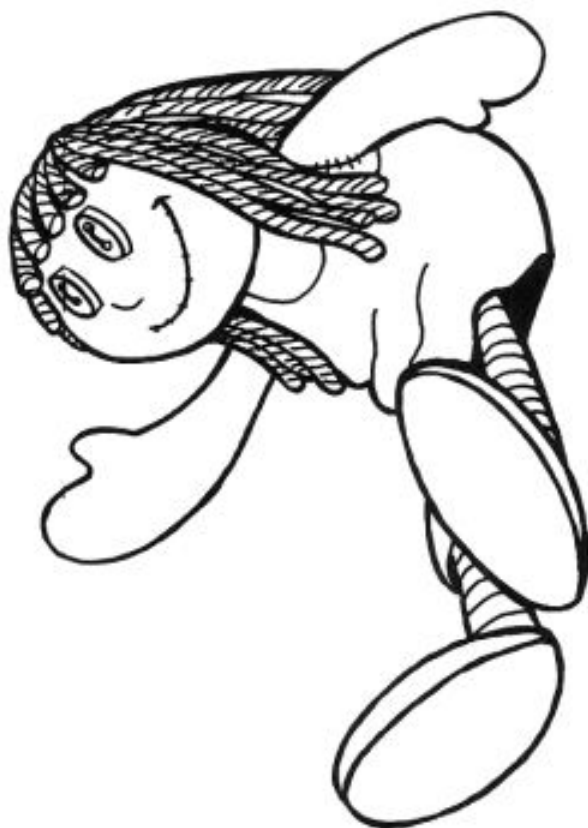
balloon



carousel



astronaut



doll