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Introduce Capital A

Show the card for *A* and *a* in the K–3 Vocabulary Picture Cards. Tell the students that both of these letters have the same name. Point out the capital *A*, or print a capital *A* on the board. Tell the students that this letter is a capital *A*.

- Explain to the students that we always use capital letters at the beginning of names of people and places, such as *Abby* and *Alaska*. They are also used at the beginning of sentences. People may write a word with a capital letter when just writing a single word. Point out any student who has a name that starts with *A* or comes from a place that starts with *A*.

Explore Capital A

- Print a large capital *A* on the board. Tell the students to watch carefully as you trace the *A* with your finger. Say these directions, including the numbers, as you trace the three strokes of the letter:

1. slant back
2. slant forward
3. across the middle

Trace the letter several times. Have the students follow you, saying the directions and finger-writing the letter in the air, and then on their hands or desks.

- Next, have the students find and trace the capital *A* on the student book page with their fingers. Point to the red dot as the starting point, and say the directions with each stroke. When the students can finger-trace the model letter with ease, let them trace it with a pencil.

Complete Page 4

Say: This is a capital letter *A*. This picture shows an ant. The word *ant* starts with *A*.

Point out the letter, the picture of the ant, and the word at the top of the page.

Say: Trace each capital *A*. Then write capital *A* to fill the lines.

Have the students trace and print each capital *A* on page 4, following the correct sequence for forming the letter. Then look at the picture of an airplane at the bottom of the page.

Say: This picture shows an airplane. The word *airplane* starts with *A*. Trace the capital *A* in *Airplane*.

Point to the word next to the picture, and have students trace the capital *A* in *Airplane*. You may wish to point out the lower-case *a* in the word as well.

Enrich the Lesson

Have the students help you tell a story about Abby Ant. Then say the following rhyme. Repeat it several times, locating and emphasizing the short *a* vowel sounds:

Say: A-a-a-a Abby Ant,
Never, never says, "I can't."

Introduce Lowercase *p*

Show the card for *P* and *p* in the K–3 Vocabulary Picture Cards. Point out the lowercase *p*, or print a lowercase *p* on the board. Tell the students that this letter is a lowercase *p*.

- Point out an object in the room, such as a pencil, that begins with *p*.
- Repeat the pudding finger paint activity with lowercase *p*. Alternatively, use regular finger paint. Have students compare the capital *P* and the lowercase *p*.

Explore Lowercase *p*

- Print a large lowercase *p* on the board. Tell the students to watch carefully as you trace the *p* with your finger. Say these directions, including the numbers, as you trace the strokes of the letter:

1. straight down
2. forward around the circle

Trace the letter several times. Have the students follow you, saying the directions and finger-writing the letter in the air, and then on their hands or desks.

- Next, have the students find and trace the lowercase *p* on the student book page with their fingers. Point to the red dot as the starting point, and say the directions with each stroke. When the students can finger-trace the model letter with ease, let them trace it with a pencil.

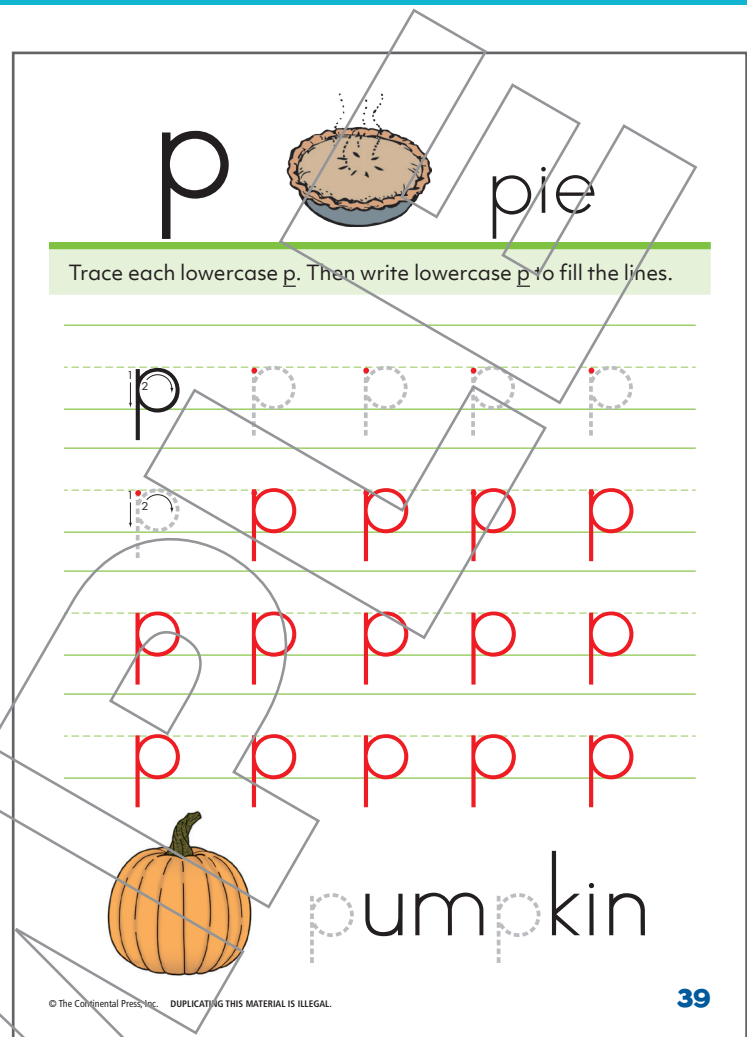
Complete Page 39

Say: This is a lowercase letter *p*. This picture shows a pie. The word *pie* starts with *p*.

Point out the letter, the picture of the pie, and the word at the top of the page.

Say: Trace each lowercase *p*. Then write lowercase *p* to fill the lines.

Have the students trace and print each lowercase *p* on page 39, following the correct sequence for



Trace each lowercase *p*. Then write lowercase *p* to fill the lines.

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forming the letter. Then look at the picture of the pumpkin at the bottom of the page.

Say: This picture shows a pumpkin. The word *pumpkin* starts with *p* and has another *p* in it. Trace each lowercase *p* in *pumpkin*.

Point to the word next to the picture, and have students trace each lowercase *p* in *pumpkin*. Ask students if they can identify four other letters in *pumpkin* [lowercase *m*, *k*, *i*, and *n*].

Review Letters Nn–Tt

- Spend some time reviewing the letters of the alphabet through the letter *T*. The goal is that students will be able to identify the capital and lowercase letters *A–T*, in or out of alphabetical sequence. You may want to use the appropriate alphabet cards from the K–3 Vocabulary Picture Cards. You could also use letter tiles to play games involving letter identification.
- Review the handwriting strokes for each letter by various means, such as “finger-writing,” sand writing and finger painting. Students could also trace letters cut from felt or sandpaper. Always have students repeat the directions they have learned as they make the strokes for each letter.

Complete Page 48

Say: Look at the letters across the top of the page.

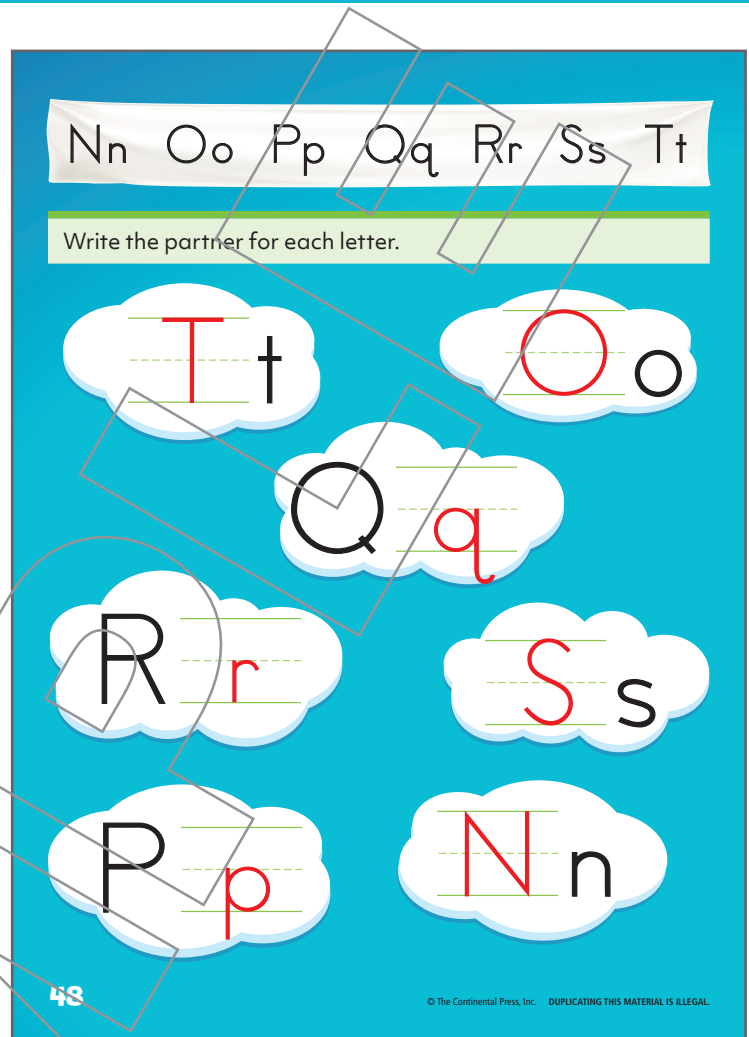
Have the students identify each of the letters at the top of the page. Review the difference between the capital letters and the lowercase letters.

Say: Write the partner for each letter.

Be sure students understand that if the capital form of the letter is given, they should print the lowercase letter on the line, and if the lowercase letter is given, they should print the capital letter. This page and the next may be used for informal assessment.

Support Students

Let students who are having difficulty with the small muscle control involved in printing letters on paper practice printing large letters on the board or on an erasable marker board.



Nn Oo Pp Qq Rr Ss Tt

Write the partner for each letter.

Tt Oo Qq Rr Ss Pp Nn

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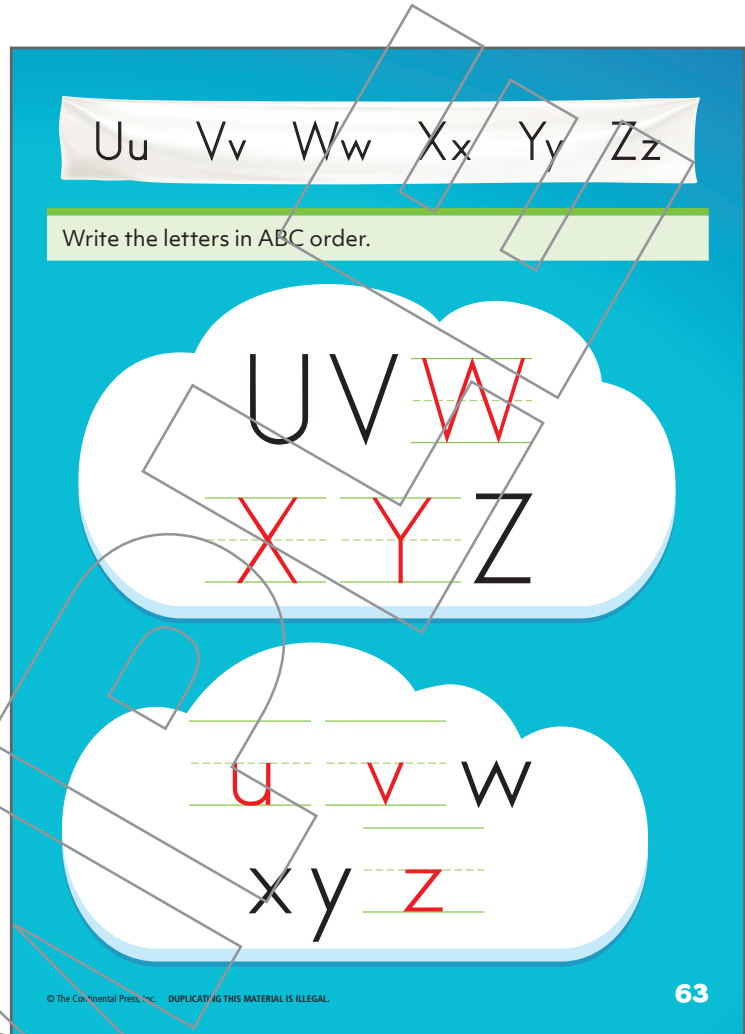
Review Letters Uu–Zz

- Review any letters your students struggle with. Remind students that it is important to know the letters in and out of alphabetical sequence.
- Give students the opportunity to practice printing letters on the board or on erasable marker boards. Always have students say the directions they have learned as they make the strokes for each letter.
- Finish the ABC wall or mural. You may want to invite parents and other classes within the school to come and see the finished mural.

Complete Page 63

Say: Write the letters in ABC order. Write capital letters in the first cloud. Write lowercase letters in the second cloud.

Have students write the missing letters in alphabetical sequence.



Uu Vv Ww Xx Yy Zz

Write the letters in ABC order.

U V W X Y Z

u v w x y z

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