



**Just for Fun**

**TK-1<sup>st</sup>**

Just for Fun can include coloring sheets (you can pick up coloring books for a little over a dollar at the dollar store), mazes, crossword and find-a-word puzzles, graphic design, and other worksheets. Select the activities that are suited for your grade level.

Just for Fun also be any of the reading and math games which have been shared with you. These card, dice, and domino games can be challenging, but they are also engaging, and once the youth have learned how to play, they are enjoyable.

Just for Fun can also be any board games you have purchased—Monopoly, Clue, Uno, Candyland, checkers, chess, Mancala, Old Maid, Go Fish, Crazy 8's, and any other games youth enjoy playing. The most important thing is that all the youth know how to play the games. Even a simple game like Slap Jack, needs to be taught. Remember you don't have to have special cards for Old Maid (the joker can be the Old Maid), and Go Fish and Concentration only need a simple deck of playing cards.

Just for Fun can also provide time for youth to finish a project that was not completed, a challenge or new project. Just for Fun should be defined by the youth and they should select the activity that is appealing to them.

Just for Fun activities can also be made available when youth are finished with homework.

# Extension Activities

The following list of purposeful and fun literacy-building activities can be used at any point before, during, or after a lesson to reinforce letter sounds:

- \* Sing the letter-name song each time a new letter is introduced. Use the tune from "Farmer in the Dell":

*Horse starts with Hh  
Horse starts with Hh  
Hi-ho we all know  
Horse starts with Hh*

Alternatively, you might sing the letter-sound song:

*Horse starts with /h/  
Horse starts with /h/  
Hi-ho we all know  
Horse starts with /h/*

- \* Sing the poems for each letter. Most of these poems lend themselves easily to simple tunes such as "Twinkle, Twinkle Little Star," "I'm a Little Teapot," or "Row, Row, Row Your Boat." You might also create your own tune or rhythmic chant.

- \* Chant the letter being introduced:

*/c/, /c/, car starts with Cc  
car, car starts with Cc*

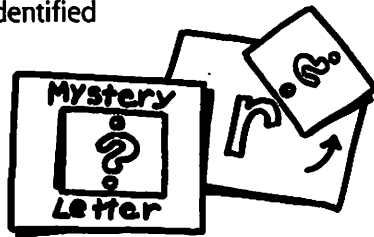
Repeat the chant using another word that begins with the focus letter.

- \* When reading the poem for a lesson, invite students to perform an action each time they hear the focus letter's sound. Try several repetitions, changing the action each time. The students might clap their hands, snap their fingers, raise their hands, touch their noses, and so on.
- \* Give each child a tongue depressor with the focus letter written on one end. As you read

the poem or a story from the **Literature Links** section, students can raise their letter sticks whenever they hear a word that begins with that focus letter's sound.

- \* Hold a scavenger hunt for things in the classroom whose names have the same initial sound as the focus letter of the lesson. For instance, during the *Bb* lesson students might identify a *backpack, ball, basket, book, or boots*.
- \* Set a timer for one, two, or three minutes and create a "Mad Minute List" of words that start with the focus letter. Students suggest words as you write them on chart paper or a whiteboard.
- \* Have the class remain seated and play "I Spy" with things around the classroom whose names have the same initial sound as the focus letter. For example, *I spy with my little eye something that starts with the /d/ sound*. The rest of the class can ask yes and no questions to guess the item.
- \* Collect books, newspapers, or magazines and encourage students to hunt for words or pictures that start with the focus letter and possess the focus sound of the lesson. If using newspapers and magazines, let students cut out the words and/or pictures and either create a class collage or individual collages for that letter. You might also have students copy words onto sentence strips and add them to your word wall.
- \* Dedicate a wall of the classroom to the focus letter and encourage students to decorate it with illustrations of items that begin with the focus letter and sound. For instance the *Cc* wall might have illustrations of a *cab, cage, camera, car, cat, coat, comb, computer, cookie, cracker, or cup*.

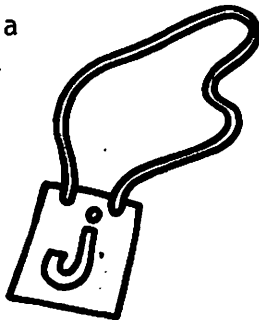
- \* Make a mystery letter window. Write the mystery letter on a small piece of paper. Using a brass fastener, attach a similar sized piece of paper printed with a question mark on top of the mystery letter paper. Provide clues about the mystery letter: *It is the 18th letter of the alphabet. It is the ending sound in the word mother. It is the beginning sound in the word rabbit.* Once students have identified the mystery letter, push aside the question mark paper to reveal the answer!



- \* Play a game in which students act out words that have the same initial sound as the focus letter of the lesson while the rest of the class guesses the word.

- \* Invite children to create the focus letter with their bodies!

- \* Students can make letter necklaces to wear when a new letter is introduced. Help students write the focus letter on an index card, punch two holes at the top of the card, and then string with yarn. Or you might create one on your own for students to take turns wearing throughout the day or week.



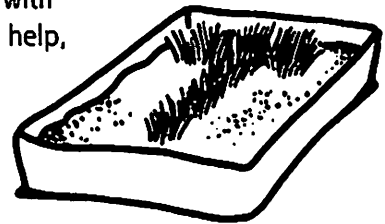
- \* Use large letter cutouts and tape and invite students to label objects in the classroom that begin with the featured letter, for example, W on the window or whiteboard. You might also use sentence strips to label the items.

- \* Ask students to trace the shape of the focus letter in the air while saying the sound that it makes. Have children trace it small, medium, and large.

- \* Invite students to decorate the focus letter. Print the letter on a piece of card stock and have students glue pasta, beads, buttons, or sequins on top.

- \* Students can form the focus letter using pipe cleaners, modeling clay, or, for a tasty treat, pretzel dough!

- \* Grow the focus letter. Fill an 8-inch square baking pan with soil. Students can observe as you trace the letter in the soil with your finger and then sprinkle grass seed in it. Next, gently cover the seed-filled letter with soil and, with your students' help, keep the soil moist. In about three days the focus letter will appear!

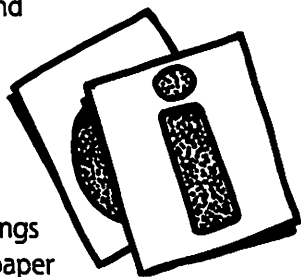


- \* Invite students to create focus letter wreaths. First help students cut out the center of a large paper plate. Then, let them glue on cutouts of the focus letter or pictures of things that begin with the focus letter.

- \* Students can make focus letter or alphabet chains. Distribute construction paper strips and ask students to label them with the focus letter or the different letters of the alphabet. Then show children how to use glue and loop the strips together to form a chain.



- \* Make a set of tactile letters with which students can practice finger tracing. Use glue to write a letter on a piece of card stock. Then sprinkle it liberally with glitter or sand, shake off the excess, and let it dry. Place the letter cards in a center and students can trace over them with their fingers or even make letter rubbings by placing a piece of paper on top and coloring.



- \* Create letter puzzles. Make a set of full-page-size letters on standard 8½- by 11-inch construction paper. Laminate and cut each letter into puzzle pieces. Store these letter puzzles individually in an envelope or a small plastic bag. Place them in a center for students to solve and discover the secret letter.

- \* Using a set of alphabet flashcards containing both uppercase and lowercase letter pairs, pass out one card to each student. (The number of cards used will depend upon the number of students in your class—for instance, in a class of 20 students, you would use only 10 letters of the alphabet, as each has an uppercase and lowercase card, for a total of 20 cards.) Once all students have one card, they must find the other student who is holding the matching uppercase or lowercase flashcard. An alternative approach would be to pass out lowercase cards to students and then hold up uppercase letters one at a time. Whichever student has the matching lowercase card reveals its name and the sound that it makes. You might even encourage students to share a word or two that begins with that letter.

- \* Create an alphabet basket. Draw a simple outline of a basket on construction paper. Divide the inside of the basket into 26 squares. Write all 26 uppercase letters in

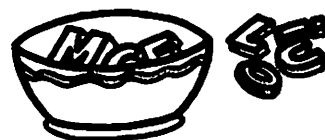
order on the squares inside the basket and laminate. Next, cut out 26 squares (sized to match the squares inside the basket) from white construction paper and write all lowercase letters on the squares. Finally, invite students to make an alphabet basket by placing the lowercase letters on top of their matching uppercase counterparts. Store the lowercase letters in a small plastic bag or tub.



- \* Give students small paper cups filled with alphabet pasta or cereal. Ask students to sort the letters. You might have them find as many of a particular letter as possible, or sort the letters according to various criteria—*Uppercase Letters*, *Lowercase Letters*, *Vowels*, *Consonants*, *"Sticks"* (letters made with all straight lines: *t, H, w*), *"Curves"* (letters made with all curved lines: *s, C, o*), *"Sticks and Curves"* (letters made with both straight and curved lines: *a, B, p*), and so on.

- \* Make an "alphabet soup." Give each child a paper or plastic bowl and a handful of letter manipulatives. Then, randomly call out alphabet letters one at a time. If students have the letter that has been called they place it in their bowls. The first student to fill his or her bowl

and make a complete "alphabet soup" wins!



- \* Thoroughly clean and dry a clear 20-ounce plastic bottle. Pour a small set of alphabet beads, pasta, or cereal into the bottle and add colored sand to nearly fill the bottle. Use hot glue to secure the bottle cap. Make a recording sheet by writing all the letters of the alphabet on a sheet of paper. Have children shake and turn the bottle to see how many letters they can find. As students find letters, they can mark them on their recording sheets.



- \* Create an ABC class photograph book. Take a photograph of each of your students and as a class place them in alphabetical order: Aa is for Anne, Bb is for Ben, Cc is for Chris and Carl, and so on. If there are letters that do not have a student photo after them, consider including character names such as Aa is for Arthur, Cc is for Clifford, and so on.
- \* Make a class ABC book. Create a different page for each letter of the alphabet and invite students to draw items that begin with that letter. Students can decorate and label the pictures.

## Connections to Early Childhood Standards

### Language Arts

The activities in this book are designed to support you in meeting the following PreK–1 literacy goals and recommendations established in a joint position statement by the National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA)\*:

- Participates in rhyming games
- Understands that print carries a message
- Engages in reading and writing attempts
- Recognizes letters and letter-sound matches
- Understands left-to-right and top-to-bottom orientation and basic concepts of print
- Begins to write letters of the alphabet

#### Source:

\* *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*, a joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC). <http://www.naeyc.org/about/positions/nsread2.asp>  
© 1998 by the National Association for the Education of Young Children

### Math

The activities also align with the following recommendations for the development of mathematical understanding and interest in young children established in a joint position statement by the National Association for the Education of Young Children (NAEYC) and the National Council of Teachers of Mathematics (NCTM)\*\*:

- Begins to recognize, name, draw, compare, and sort 2-D shapes
- Describes size and orientation (for example: large triangle sitting on its point, small triangle sitting on its side)
- Describes object location with spatial words such as *on*, *in*, and *by*
- Uses shapes to create a picture

#### Source:

\*\* *Early Childhood Mathematics: Promoting Good Beginnings*, a joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Council of Teachers of Mathematics (NCTM). <http://www.naeyc.org/about/positions/nsmath.asp>  
© 2002 by the National Association for the Education of Young Children

# Aa

## Ape with an Apple

### Literature Links

The following list of suggested books will provide further exposure to Aa, its sound, and the theme of the lesson:

*The Adventures of Abby Alligator: Letter A* (AlphaTales) by Maria Fleming (Scholastic, 2001)

*Apes Find Shapes* by Jane Belk Moncure (Children's Press, 1988)

*Escape of Marvin the Ape* by Caralyn & Mark Buehner (Dial Books, 1992)

*Monkeys and Apes* by Barbara Taylor (Peter Bedrick Books, 2002)

*Ape with an apple,  
so shiny and bright!  
He can't wait any longer  
to take a big bite!*

### Before Teaching

Write the poem on a sheet of chart paper. Glue a photocopied activity page for *Ape with an Apple* onto the chart paper or draw a simple picture of an ape and an apple around the poem.

### Introducing the Poem

For suggestions about introducing the poem and focus letter and sound, see steps 1 and 2 of **Teaching the Lesson** on page 7.

### Working with Words

After introducing the poem, ask students to brainstorm a list of additional words that begin with the letter Aa and possess the short or long Aa sounds. You might even create two lists—one for short-a words and one for long-a words (see examples below). Encourage children to be creative! For additional ideas, see step 3 of **Teaching the Lesson** on page 7.

short Aa: act, add, after, alligator, alphabet, animal, as, ask, at  
long Aa: acorn, age, aim, ate

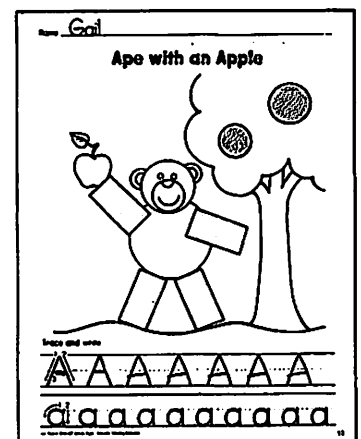
### Shape Picture

For lesson and management suggestions, see steps 4 and 5 of **Teaching the Lesson** on page 8. Use the instructions below to direct students in completing the shape picture:

1. On the pattern page, color the two circles red. These are apples from the tree.
2. Color the four rectangles brown. These are the ape's arms and legs.
3. Color the rest of the picture on the activity page as you like.
4. Cut out the shapes from the pattern page.
5. Find where the shapes belong in the picture on the activity page. Use the dotted lines to help you match the shapes to the correct spaces.
6. Finish your project by gluing the shapes onto the correct spaces on the activity page.

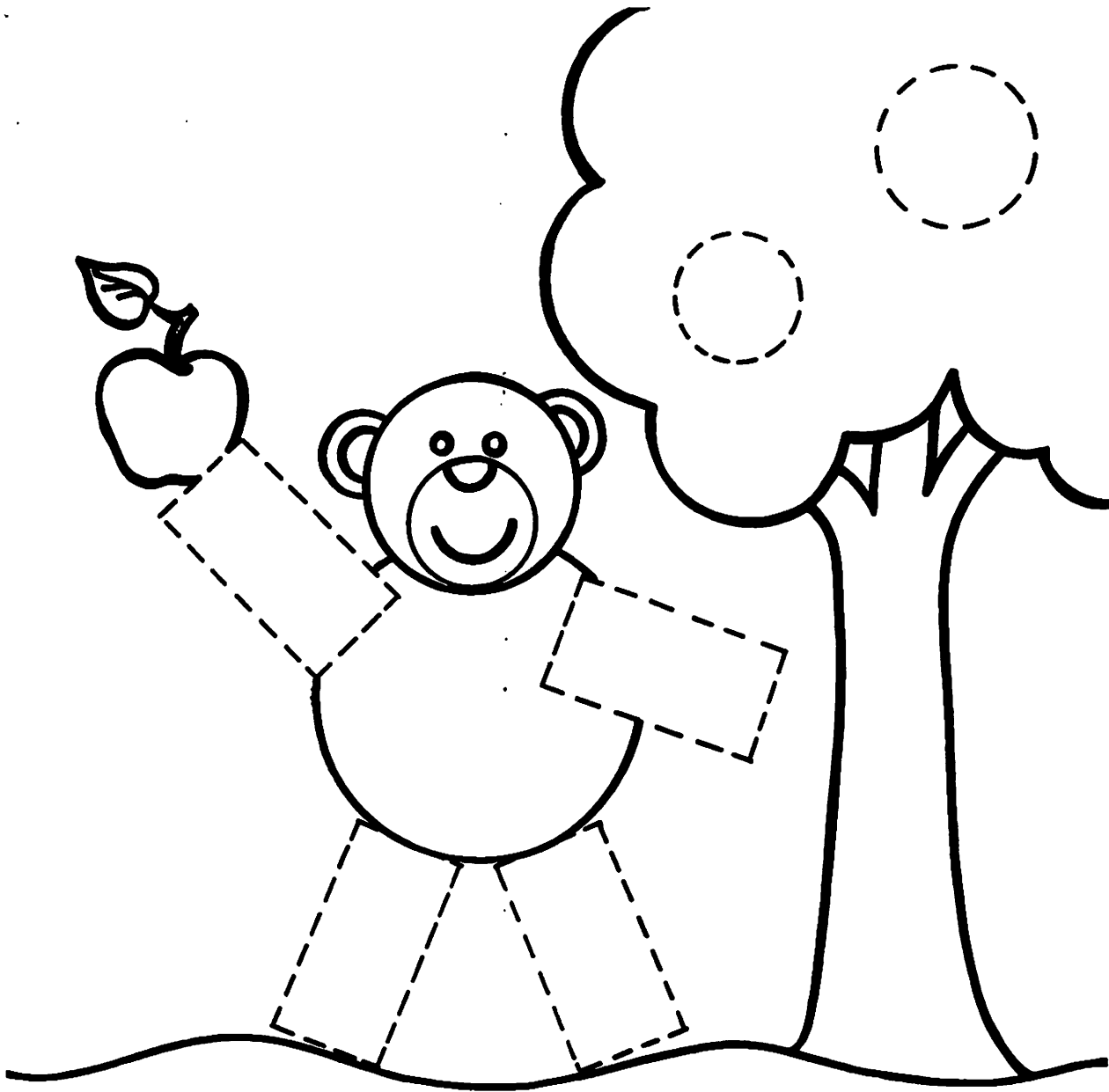
### ART TIPS

- Students can create leaves on the tree using their fingertips dipped in green paint.
- Consider inviting students to add red glitter or glitter glue to decorate the apples.

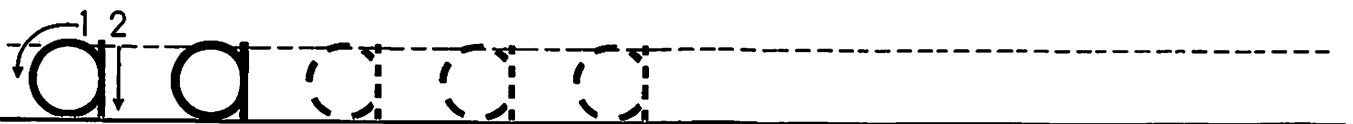
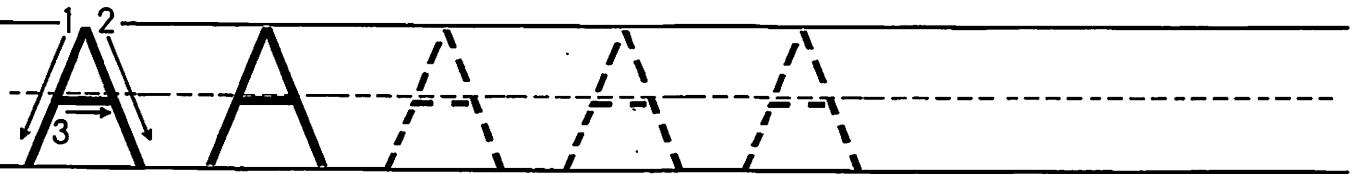


Name \_\_\_\_\_

# Ape with an Apple



Trace and write.





# Bb

## Bees by a Beehive

### Literature Links

The following list of suggested books will provide further exposure to Bb, its sound, and the theme of the lesson:

*Bubble Bear: Letter B* (AlphaTales) by Maxwell Higgins (Scholastic, 2001)

*Buzz-Buzz, Busy Bees* by Dawn Bentley (Little Simon, 2004)

*Happy Bees* by Arthur Yorinks (Harry N. Abrams, 2005)

*Honeybee and the Robber* by Eric Carle (Philomel Books, 1981)

*Bees by a beehive  
buzzing here and there,  
buzzing by the buttercups,  
buzzing through the air!*

### Before Teaching

Write the poem on a sheet of chart paper. Glue a photocopied activity page for *Bees by a Beehive* onto the chart paper or draw a simple picture of bees and a beehive around the poem.

### Introducing the Poem

For suggestions about introducing the poem and focus letter and sound, see steps 1 and 2 of **Teaching the Lesson** on page 7.

### Working with Words

After introducing the poem, ask students to brainstorm a list of additional words that begin with the letter Bb and possess the Bb sound (see examples below). Encourage children to be creative! For additional ideas, see step 3 of **Teaching the Lesson** on page 7.

back, bad, bag, ball, balloon, bat, beach, bear, bed, bell, best, big, bike, bird, boat, book, bottle, bowl, boy, bread, bubble, bunny, bus

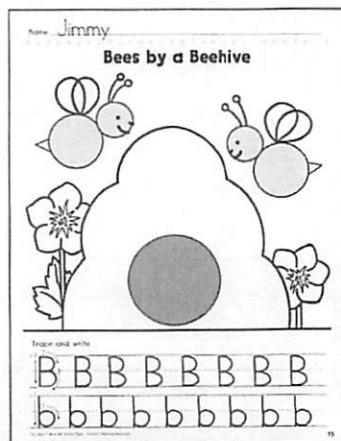
### Shape Picture

For lesson and management suggestions, see steps 4 and 5 of **Teaching the Lesson** on page 8. Use the instructions below to direct students in completing the shape picture:

1. On the pattern page, color the two small circles yellow. These are the bees' heads.
2. Color the two medium circles yellow also. These are the bees' bodies.
3. Color the large circle black. This is the entrance to the beehive.
4. Color the rest of the picture on the activity page as you like.
5. Cut out the shapes from the pattern page.
6. Find where the shapes belong in the picture on the activity page. Use the dotted lines to help you match the shapes to the correct spaces.
7. Finish your project by gluing the shapes onto the correct spaces on the activity page.

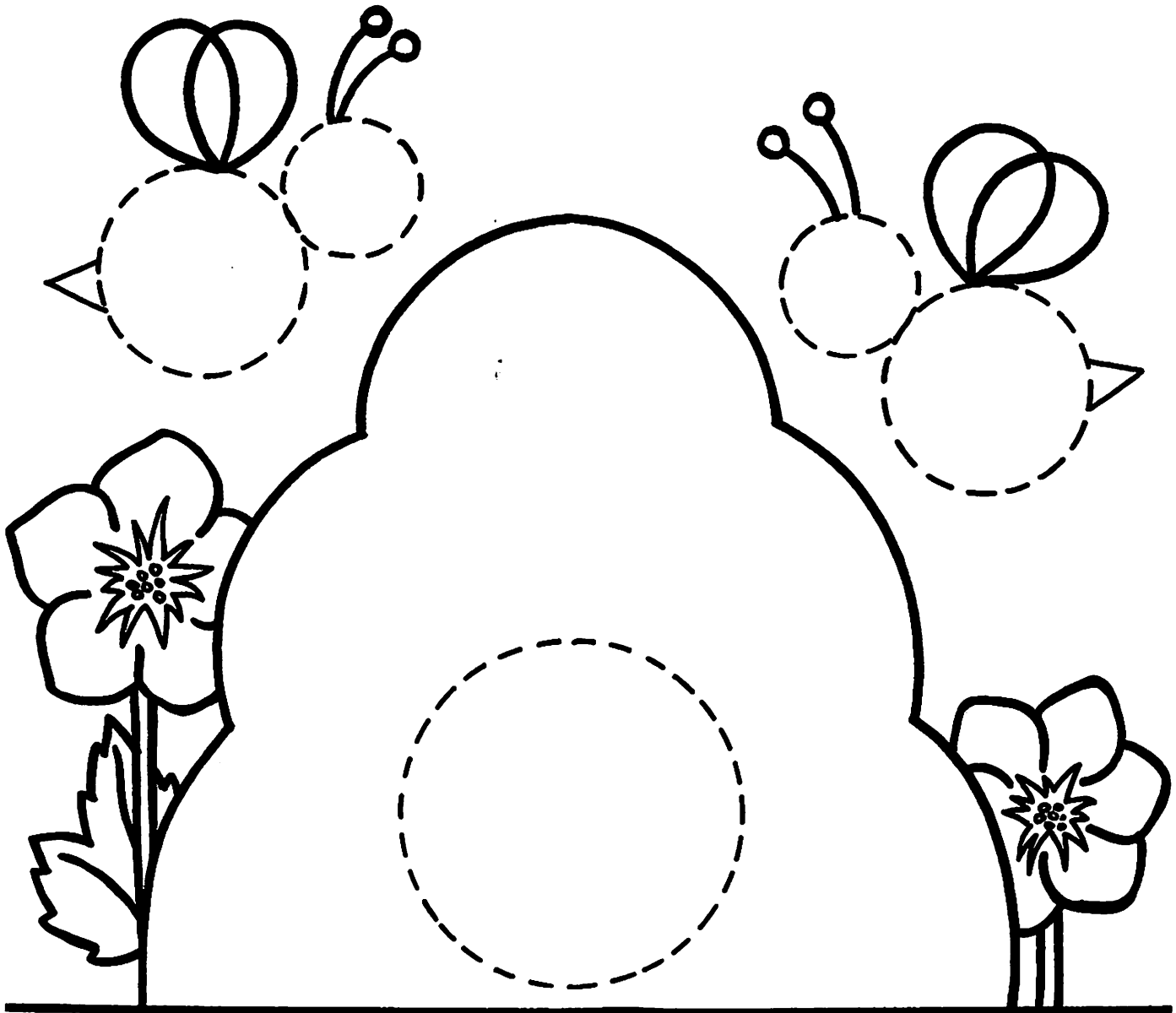
### ART TIPS

- ▲ Students can outline or fill in the beehive using strands of yellow yarn and glue. If filling in the beehive, it is helpful to glue the yarn in horizontal rows.
- ▲ Consider inviting students to add small black pom-poms to the end of each antenna or gluing glitter or birdseed to the center of each buttercup.



Name \_\_\_\_\_

# Bees by a Beehive



Trace and write.

1 2 3 B B B B B

1 2 b b b b b

Cc

# Cat on a Couch

## Literature Links

The following list of suggested books will provide further exposure to Cc, its sound, and the theme of the lesson:

*Copycats: Letter C* (AlphaTales) by Maria Fleming (Scholastic, 2001)

*Cookie's Week* by Cindy Ward (Putnam, 1988)

*Have You Seen My Cat?* by Eric Carle (F. Watts, 1973)

*Sneakers the Seaside Cat* by Margaret Wise Brown (HarperCollins, 2003)

*Cat on a couch,  
cute as can be,  
catching a catnap  
at half-past three!*

## Before Teaching

Write the poem on a sheet of chart paper. Glue a photocopied activity page for *Cat on a Couch* onto the chart paper or draw a simple picture of a cat and a couch around the poem.

## Introducing the Poem

For suggestions about introducing the poem and focus letter and sound, see steps 1 and 2 of **Teaching the Lesson** on page 7.

## Working with Words

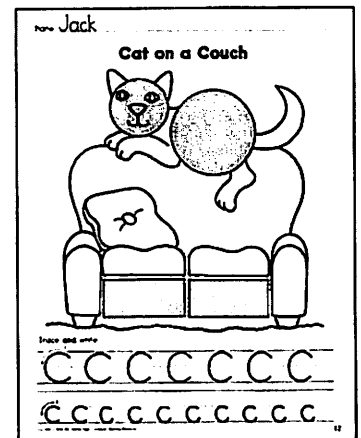
After introducing the poem, ask students to brainstorm a list of additional words that begin with the letter Cc and possess the hard Cc sound (see examples below). Encourage children to be creative! For additional ideas, see step 3 of **Teaching the Lesson** on page 7.

cab, cage, camera, camp, can, car, coat, coin, comb, computer, cone, cookie, corn, cracker, cup

## Shape Picture

For lesson and management suggestions, see steps 4 and 5 of **Teaching the Lesson** on page 8. Use the instructions below to direct students in completing the shape picture:

1. On the pattern page, color the medium circle orange. This is the cat's head.
2. Color the large circle orange. This is the cat's body.
3. Color the two rectangles any color. These are part of the couch.
4. Color the rest of the picture on the activity page as you like.
5. Cut out the shapes from the pattern page.
6. Find where the shapes belong in the picture on the activity page. Use the dotted lines to help you match the shapes to the correct spaces.
7. Finish your project by gluing the shapes onto the correct spaces on the activity page.



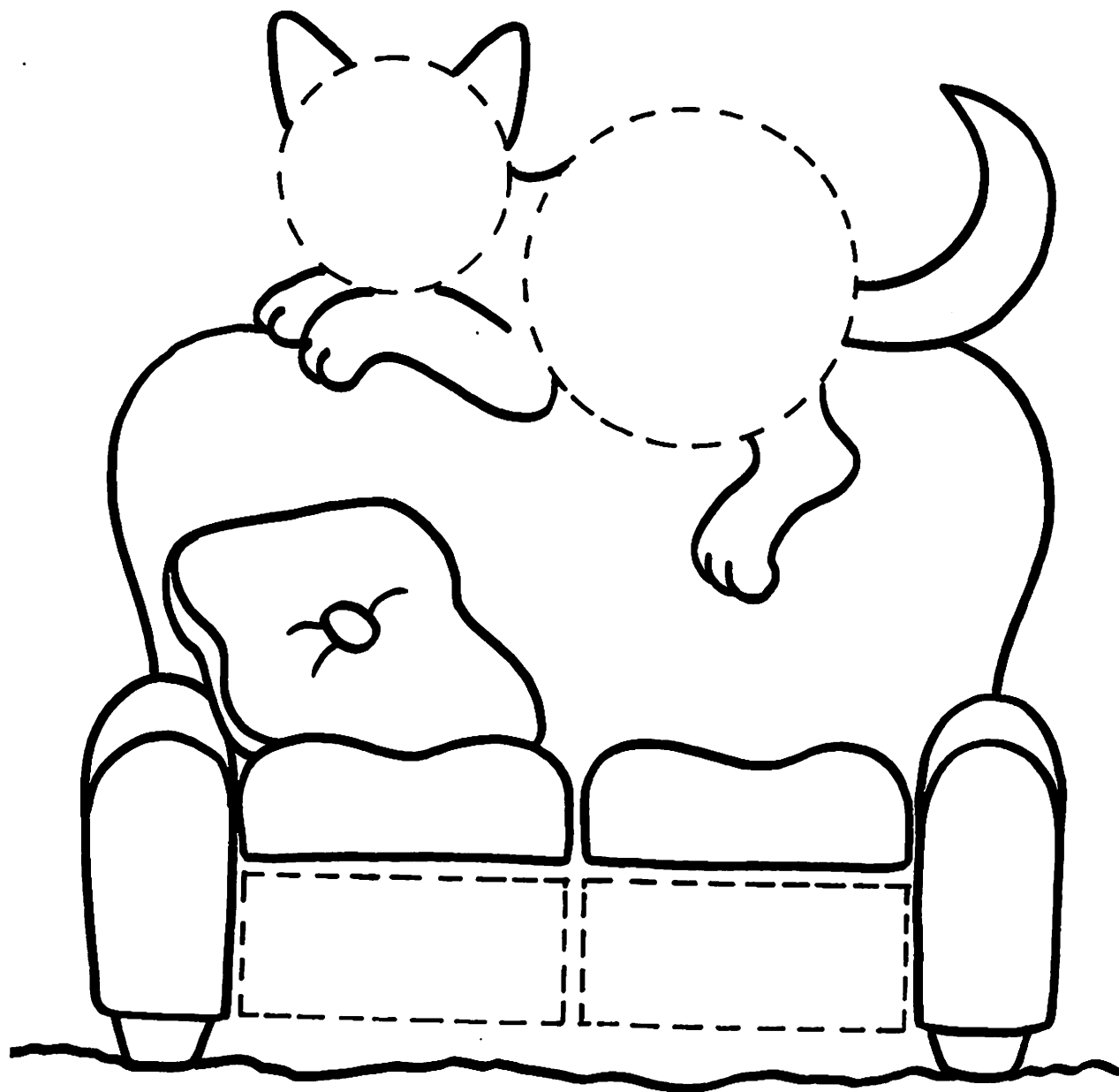
## ART TIPS

Students can create patterns on the couch and/or the wall behind the cat. For example, they might create a pattern of stripes or dots. They can make the dots or stripes using their fingertips dipped in paint.

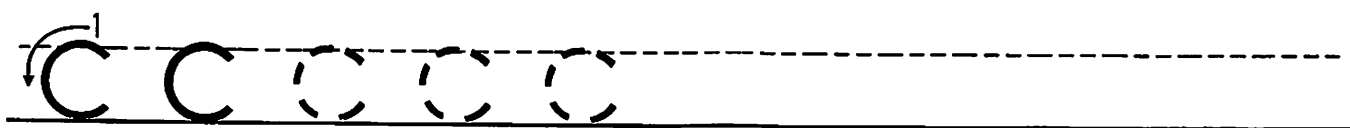
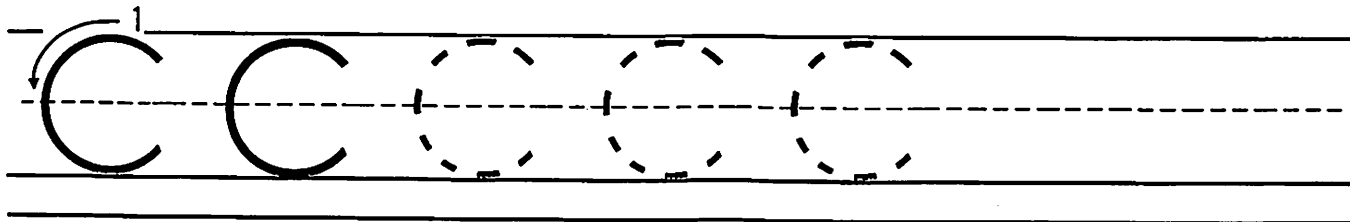
Consider inviting students to glue a real button onto the couch pillow.

Name \_\_\_\_\_

## Cat on a Couch



Trace and write.





# Dog in a Doghouse

## Literature Links

The following list of suggested books will provide further exposure to Dd, its sound, and the theme of the lesson:

*Clifford the Big Red Dog* by Norman Bridwell (Scholastic, 1985)

*Detective Dog and the Disappearing Donuts: Letter D* (AlphaTales) by Valerie Garfield (Scholastic, 2001)

*Dog Breath!: The Horrible Trouble with Hally Tosis* by Dav Pilkey (Blue Sky Press, 1994)

*Dog in a doghouse,  
dreaming all alone,  
of sitting in his doghouse  
dining on a bone!*

## Before Teaching

Write the poem on a sheet of chart paper. Glue a photocopied activity page for *Dog in a Doghouse* onto the chart paper or draw a simple picture of a dog and a doghouse around the poem.

## Introducing the Poem

For suggestions about introducing the poem and focus letter and sound, see steps 1 and 2 of **Teaching the Lesson** on page 7.

## Working with Words

After introducing the poem, ask students to brainstorm a list of additional words that begin with the letter Dd and possess the Dd sound (see examples below). Encourage children to be creative! For additional ideas, see step 3 of **Teaching the Lesson** on page 7.

dad, dark, day, deck, deer, desk, dig, dime, dinosaur, dirt, dish, dive, doctor, doll, dolphin, donut, door, dragon, duck

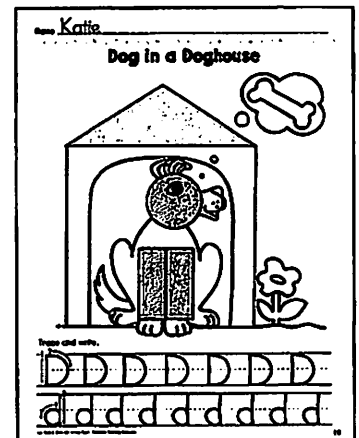
## Shape Picture

For lesson and management suggestions, see steps 4 and 5 of **Teaching the Lesson** on page 8. Use the instructions below to direct students in completing the shape picture:

1. On the pattern page, color the circle brown. This is the dog's head.
2. Color the two rectangles brown. These are the dog's legs.
3. Color the triangle red. This is the roof of the doghouse.
4. Color the rest of the picture on the activity page as you like.
5. Cut out the shapes from the pattern page.
6. Find where the shapes belong in the picture on the activity page. Use the dotted lines to help you match the shapes to the correct spaces.
7. Finish your project by gluing the shapes onto the correct spaces on the activity page.

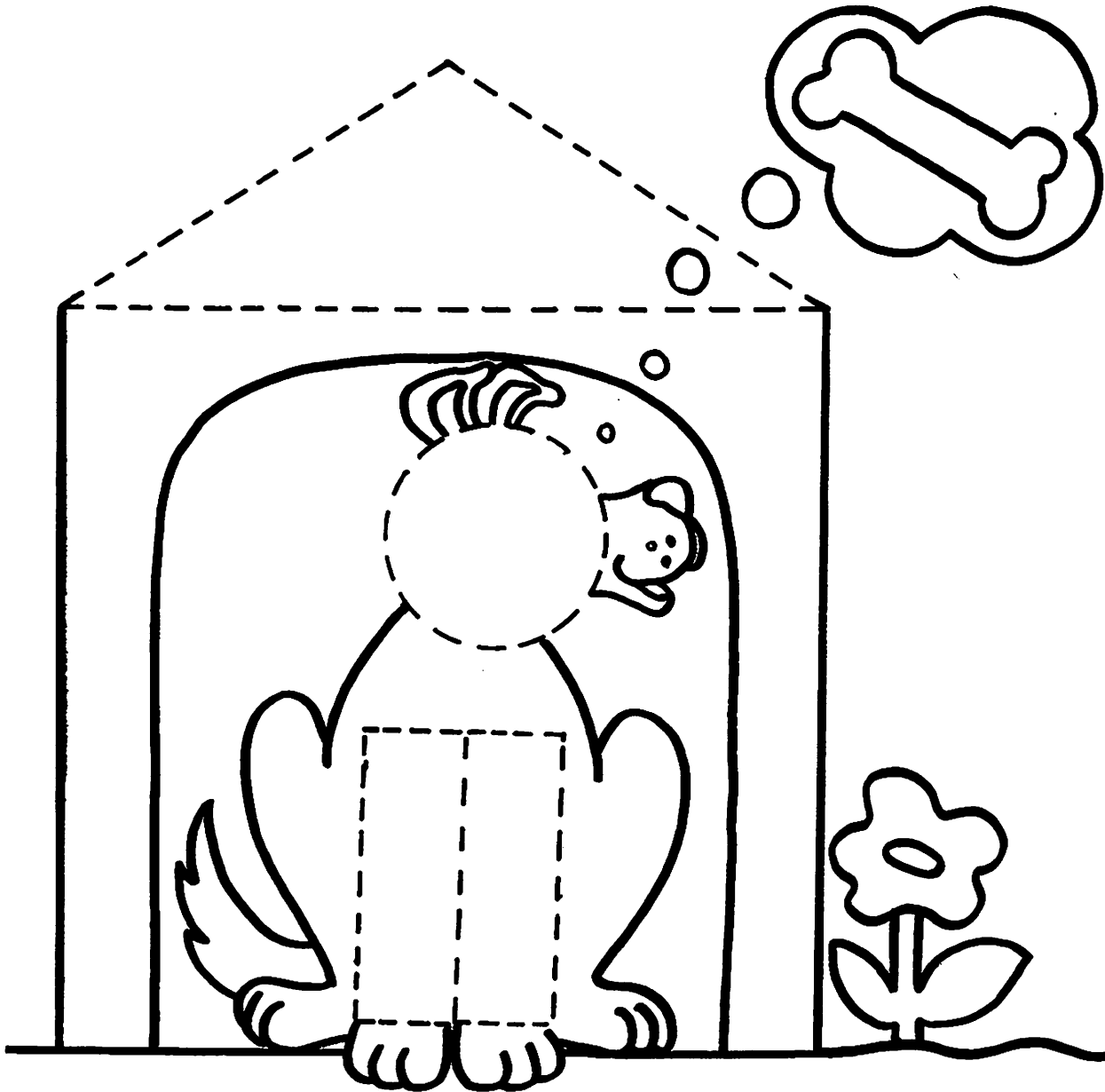
## ART TIP

Students can add a dog collar using a piece of yarn or ribbon and a small paper name tag. Have them punch a hole through the tag, string it onto the yarn or ribbon, and glue it around the neck of the dog. Students might even write the dog's name on the tag!

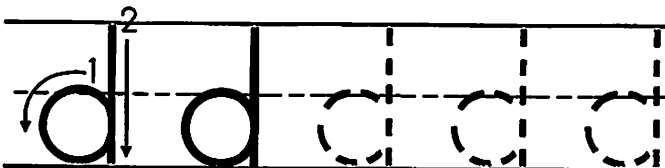
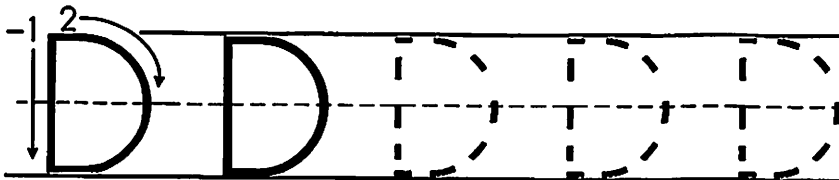


Name \_\_\_\_\_

# Dog in a Doghouse



Trace and write.



# Ee

## Eagle with an Egg

### Literature Links

The following list of suggested books will provide further exposure to Ee, its sounds, and the theme of the lesson:

*The Ballad of Blue Eagle*  
by Steven E. Jones  
(Synergy Books, 2004)

*The Enormous Elephant Show: Letter E (AlphaTales)*  
by Liza Charlesworth  
(Scholastic, 2001)

*Fly, Eagle, Fly!*  
*An African Tale* retold  
by Christopher  
Gregorowski (College  
Press, 2000)

*Soaring with the Wind:*  
*The Bald Eagle* by Gail  
Gibbons (Morrow Junior  
Books, 1998)

*Eagle with an egg,  
eager and excited,  
expecting her eaglet,  
she is delighted!*

### Before Teaching

Write the poem on a sheet of chart paper. Glue a photocopied activity page for *Eagle with an Egg* onto the chart paper or draw a simple picture of an eagle and an egg around the poem.

### Introducing the Poem

For suggestions about introducing the poem and focus letter and sound, see steps 1 and 2 of **Teaching the Lesson** on page 7.

### Working with Words

After introducing the poem, ask students to brainstorm a list of additional words that begin with the letter Ee and possess the short or long Ee sounds. You might even create two lists—one for short-e words and one for long-e words (see examples below). Encourage children to be creative! For additional ideas, see step 3 of **Teaching the Lesson** on page 7.

short Ee: echo, edge, elbow, elf, elk, empty, energy, envelope, estimate, exercise  
long Ee: each, ear, easel, east, eel, eleven, email, erase, evening

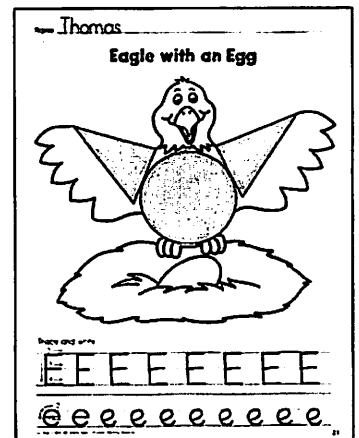
### Shape Picture

For lesson and management suggestions, see steps 4 and 5 of **Teaching the Lesson** on page 8. Use the instructions below to direct students in completing the shape picture:

1. On the pattern page, color the two triangles brown. These are part of the eagle's wings.
2. Color the circle brown. This is the eagle's body.
3. Color the rest of the picture on the activity page as you like.
4. Cut out the shapes from the pattern page.
5. Find where the shapes belong in the picture on the activity page. Use the dotted lines to help you match the shapes to the correct spaces.
6. Finish your project by gluing the shapes onto the correct spaces on the activity page.

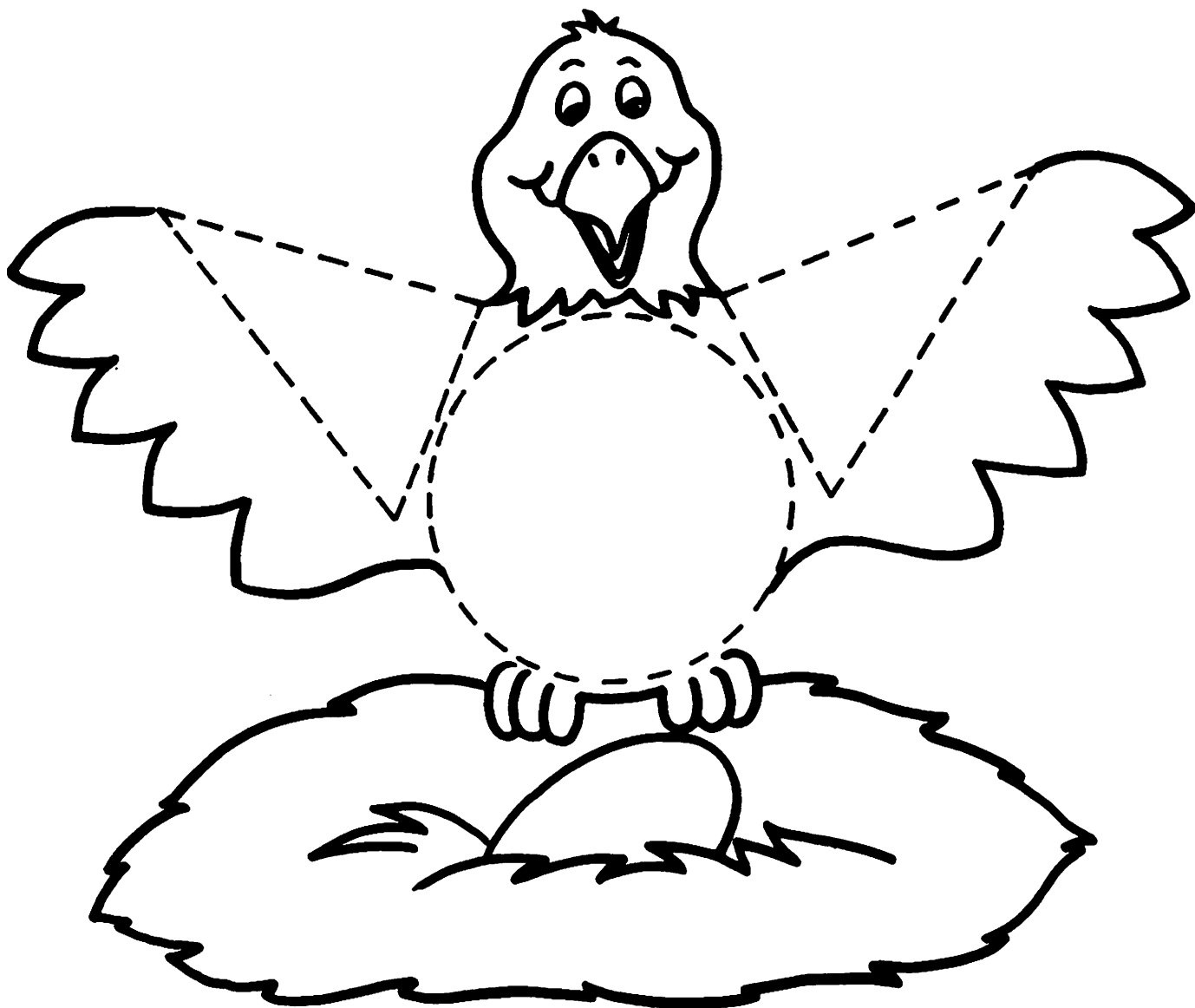
### ART TIPS

Students can glue strands of yellow yarn, straw, hay, or raffia onto the eagle's nest.  
Consider inviting students to add a thought bubble to the eagle to express her excitement!

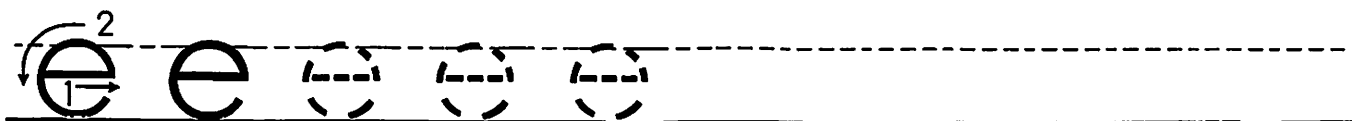
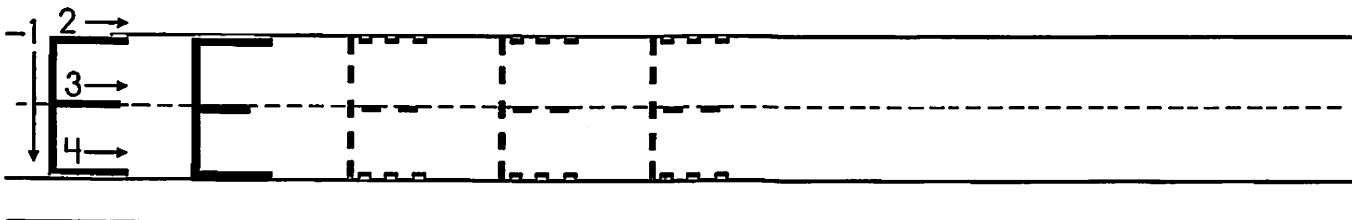


Name \_\_\_\_\_

# Eagle with an Egg



Trace and write.





# Ff

## Frog by a Flower

### Literature Links

The following list of suggested books will provide further exposure to *Ff*, its sound, and the theme of the lesson:

*Fifi Ferret's Flute: Letter F* (AlphaTales) by Samantha Berger (Scholastic, 2001)

*A Frog in the Bog* by Karma Wilson (Margaret K. McElderry Books, 2003)

*Frogs* by Gail Gibbons (Holiday House, 1993)

*The Wide-Mouthed Frog: A Pop-up Book* by Keith Faulkner (Dial Books, 1996)

*Frog by a flower,  
feeling just fine,  
floating near his friends  
in the bright sunshine!*

### Before Teaching

Write the poem on a sheet of chart paper. Glue a photocopied activity page for *Frog by a Flower* onto the chart paper or draw a simple picture of a frog and a flower around the poem.

### Introducing the Poem

For suggestions about introducing the poem and focus letter and sound, see steps 1 and 2 of **Teaching the Lesson** on page 7.

### Working with Words

After introducing the poem, ask students to brainstorm a list of additional words that begin with the letter *Ff* and possess the *Ff* sound (see examples below). Encourage children to be creative! For additional ideas, see step 3 of **Teaching the Lesson** on page 7.

fabric, falcon, family, farm, feather, fence, ferret, fig, finger, five, flag, flamingo, flea, flute, fly, food, fox, French fries, friend, fruit, fudge

### Shape Picture

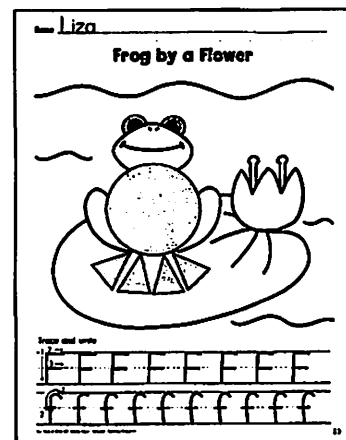
For lesson and management suggestions, see steps 4 and 5 of **Teaching the Lesson** on page 8. Use the instructions below to direct students in completing the shape picture:

1. On the pattern page, color the circle green.  
This is the frog's body.
2. Color the four triangles green. These are the frog's feet.
3. Color the rest of the picture on the activity page as you like.
4. Cut out the shapes from the pattern page.
5. Find where the shapes belong in the picture on the activity page. Use the dotted lines to help you match the shapes to the correct spaces.
6. Finish your project by gluing the shapes onto the correct spaces on the activity page.

### ART TIPS

Students can glue small pieces of colored tissue paper or glitter onto the flower's petals.

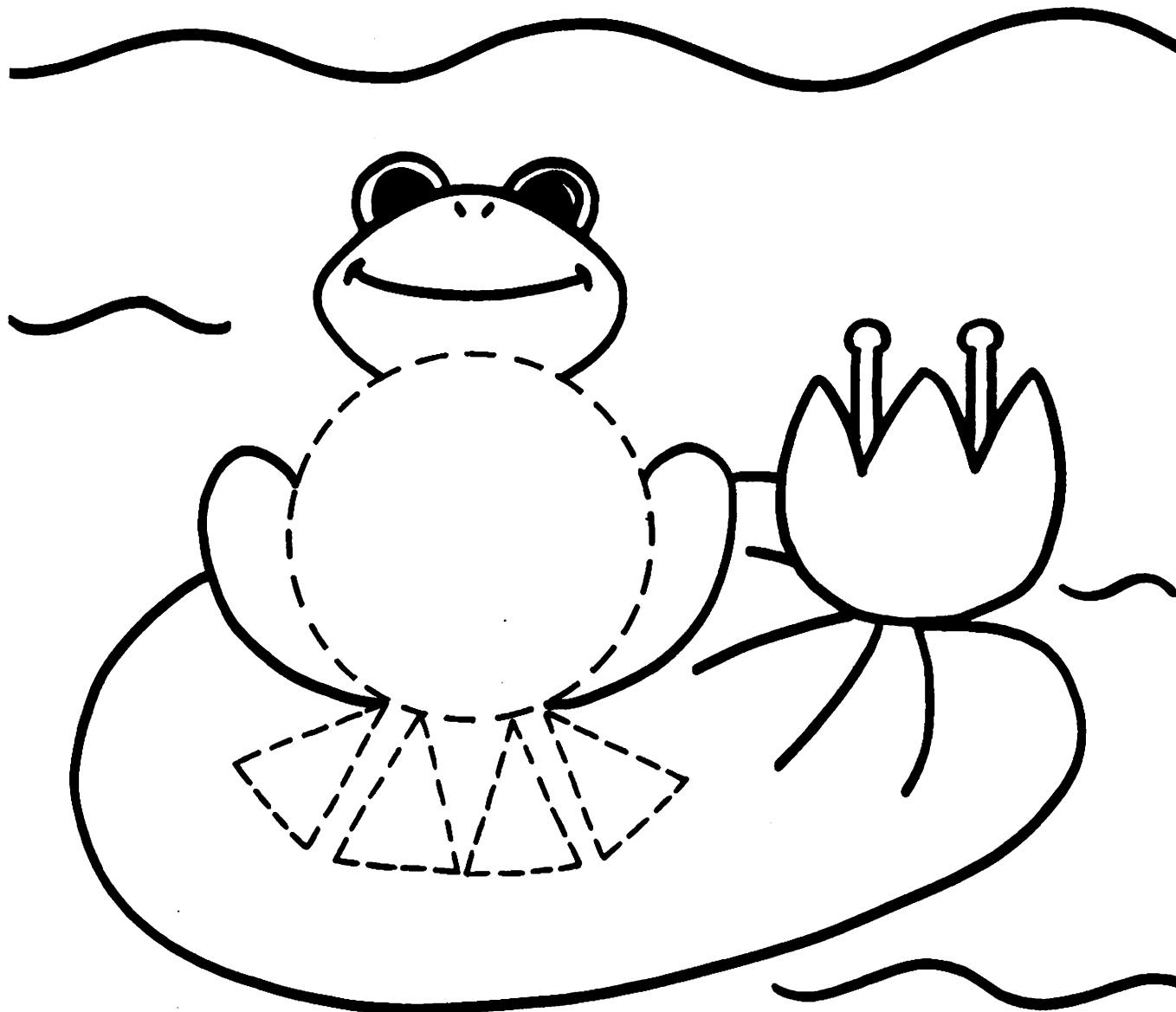
Consider inviting students to add insects to the picture by drawing them on the activity page.



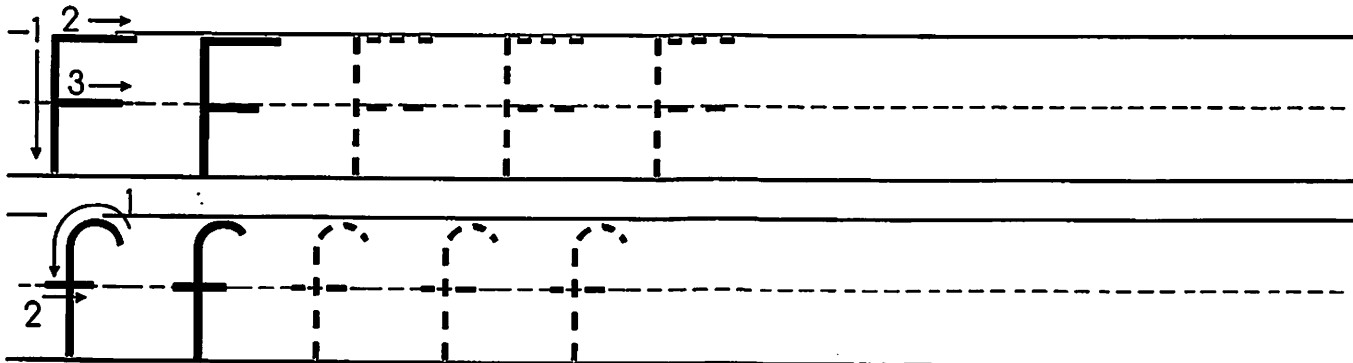
Name \_\_\_\_\_

*and color the frog and flower. The frog is a green frog and the flower is a pink flower.*

# Frog by a Flower



Trace and write.



Gg

# Goose in a Garden

## Literature Links

The following list of suggested books will provide further exposure to Gg, its sound, and the theme of the lesson:

*Duck & Goose* by Tad Hills (Schwartz & Wade Books, 2006)

*Goose Moon* by Carolyn Arden (Boyd's Mills Press, 2004)

*Goose's Story* by Cari Best (Melanie Kroupa Books/Farrar, Straus and Giroux, 2002)

*Gorilla, Be Good!: Letter G* (AlphaTales) by Maria Fleming (Scholastic, 2001)

*Goose in a garden,  
does grumble and groan.  
Goose is so grouchy  
because she is alone!*

## Before Teaching

Write the poem on a sheet of chart paper. Glue a photocopied activity page for *Goose in a Garden* onto the chart paper or draw a simple picture of a goose and a garden around the poem.

## Introducing the Poem

For suggestions about introducing the poem and focus letter and sound, see steps 1 and 2 of **Teaching the Lesson** on page 7.

## Working with Words

After introducing the poem, ask students to brainstorm a list of additional words that begin with the letter Gg and possess the hard Gg sound (see examples below). Encourage children to be creative! For additional ideas, see step 3 of **Teaching the Lesson** on page 7.

game, garage, garlic, gate, gazebo, ghost, glass, glitter, goat, goggles, gold, grain, granola, grapes, grass, gravel, gum

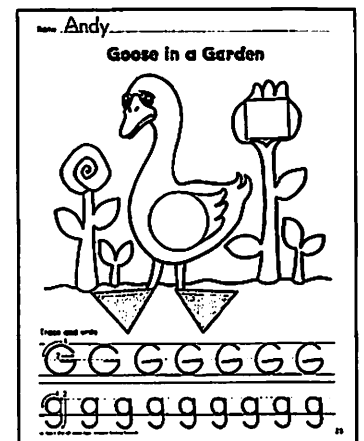
## Shape Picture

For lesson and management suggestions, see steps 4 and 5 of **Teaching the Lesson** on page 8. Use the instructions below to direct students in completing the shape picture:

1. On the pattern page, leave the circle white. This is part of the goose's wing.
2. Color the square pink, red, or purple. This is part of the flower.
3. Color the two triangles orange. These are the goose's feet.
4. Color the rest of the picture on the activity page as you like (the goose may be left white).
5. Cut out the shapes from the pattern page.
6. Find where the shapes belong in the picture on the activity page. Use the dotted lines to help you match the shapes to the correct spaces.
7. Finish your project by gluing the shapes onto the correct spaces on the activity page.

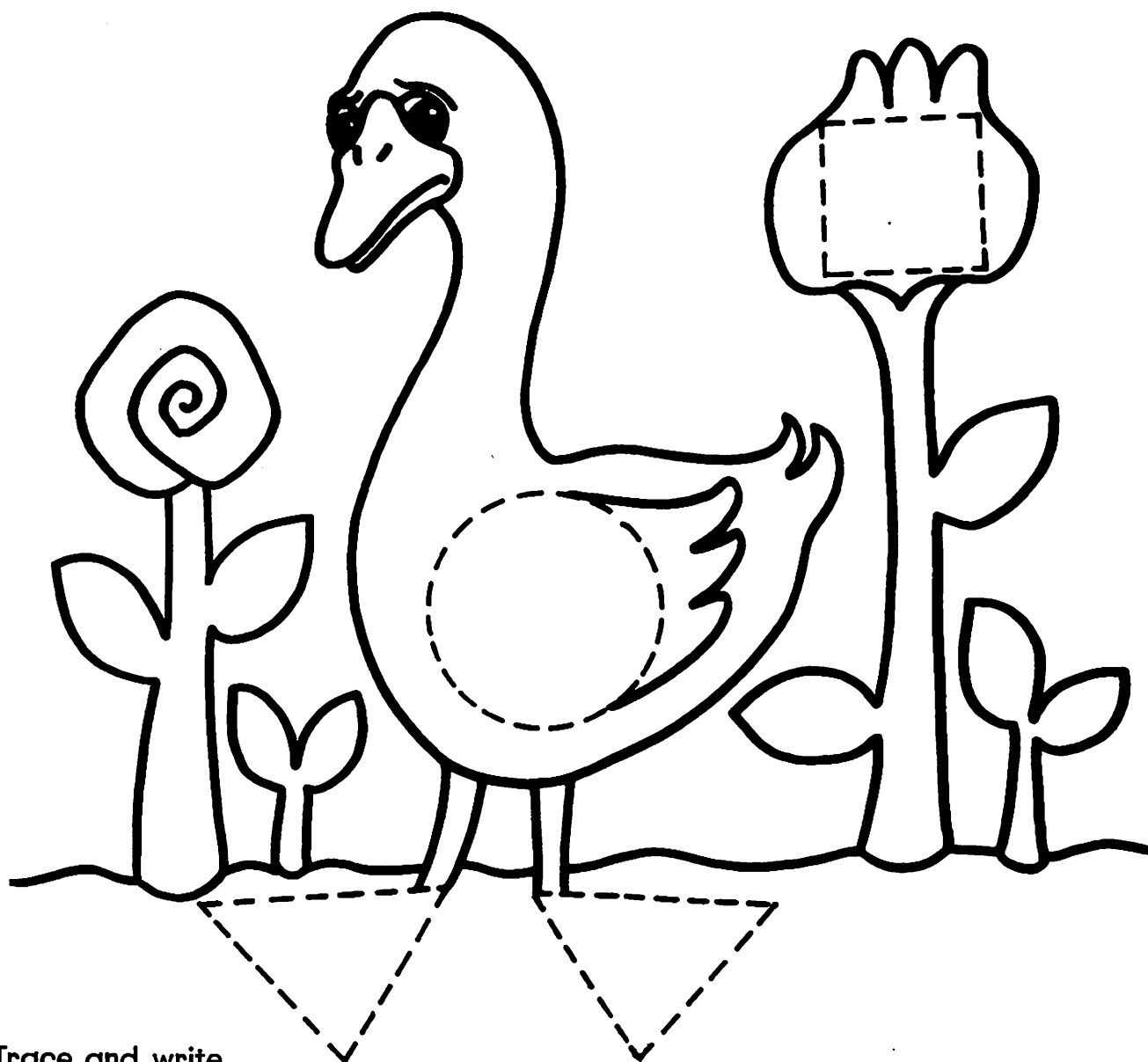
## ART TIP

Students can add dark clouds to the sky by rubbing a finger or cotton ball onto gray or black chalk and applying it to the activity page where appropriate. They can rub their fingers in circular motions to create billowy, dark clouds.

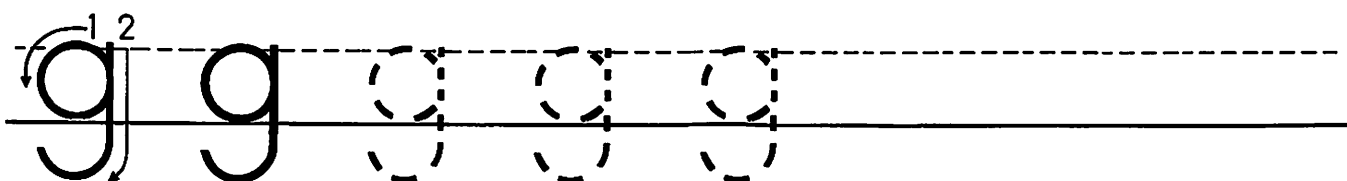
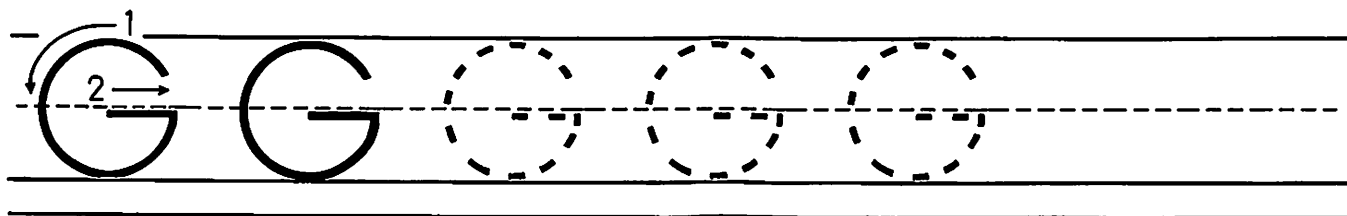


Name \_\_\_\_\_

# Goose in a Garden



Trace and write.





# Horse by the Hay

## Literature Links

The following list of suggested books will provide further exposure to Hh, its sound, and the theme of the lesson:

*The Girl Who Loved Wild Horses* by Paul Goble (Bradbury Press, 1978)

*Hide-and-Seek Hippo: Letter H (AlphaTales)* by Samantha Berger (Scholastic, 2001)

*The Horse in Harry's Room* by Syd Hoff (Harper & Row, 1970)

*Horses!* by Gail Gibbons (Holiday House, 2003)

*Horse by the hay,  
hip-hip-hooray!  
He kicks up his heels,  
horse is happy today!*

## Before Teaching

Write the poem on a sheet of chart paper. Glue a photocopied activity page for *Horse by the Hay* onto the chart paper or draw a simple picture of a horse and hay around the poem.

## Introducing the Poem

For suggestions about introducing the poem and focus letter and sound, see steps 1 and 2 of **Teaching the Lesson** on page 7.

## Working with Words

After introducing the poem, ask students to brainstorm a list of additional words that begin with the letter Hh and possess the Hh sound (see examples below). Encourage children to be creative! For additional ideas, see step 3 of **Teaching the Lesson** on page 7.

hair, half, hall, ham, hamburger, hammer, hamster, hand, hat, head, heart, helicopter, helmet, help, high, hill, hippo, home, hop, hotdog, house

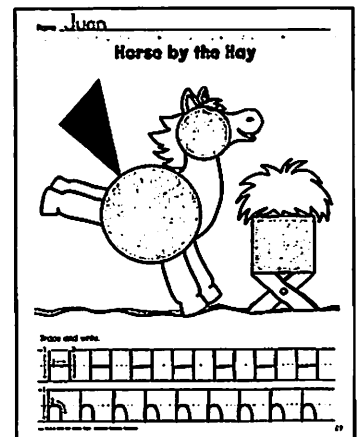
## Shape Picture

For lesson and management suggestions, see steps 4 and 5 of **Teaching the Lesson** on page 8. Use the instructions below to direct students in completing the shape picture:

1. On the pattern page, color the small circle brown. This is part of the horse's head.
2. Color the large circle brown. This is the horse's body.
3. Color the triangle black. This is the horse's tail.
4. Color the square brown. This is the horse's trough.
5. Color the rest of the picture on the activity page as you like.
6. Cut out the shapes from the pattern page.
7. Find where the shapes belong in the picture on the activity page. Use the dotted lines to help you match the shapes to the correct spaces.
8. Finish your project by gluing the shapes onto the correct spaces on the activity page.

## ART TIP

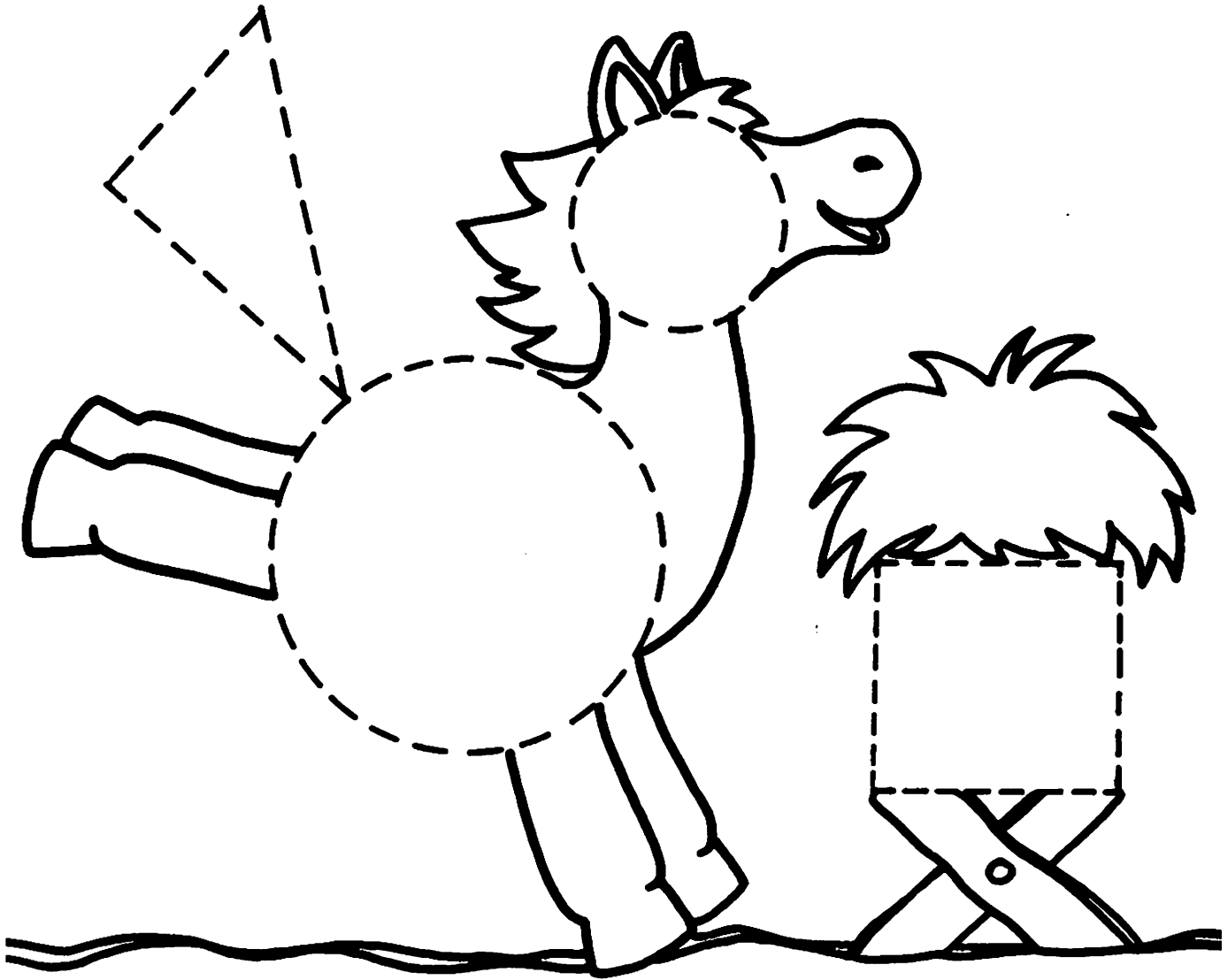
Students can glue strands of yellow yarn, straw, hay, or raffia onto the hay in the horse's trough.



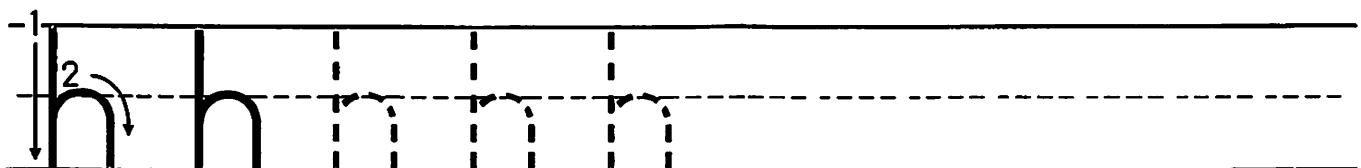
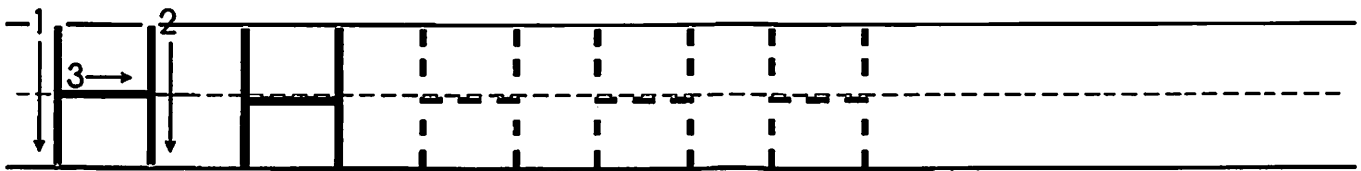
Name \_\_\_\_\_

Handwriting practice lines with dashed letters for tracing.

# Horse by the Hay



Trace and write.



Ii

# Iguana in the Ivy

## Literature Links

The following list of suggested books will provide further exposure to *Ii*, its sounds, and the theme of the lesson:

*I Wanna Iguana* by Karen Kaufman Orloff (Putnam, 2004)

*The Iguana Brothers: A Tale of Two Lizards* by Tony Johnston (Blue Sky Press, 1995)

*Iguana on Ice: Letter I (AlphaTales)* by Carol Pugliano-Martin (Scholastic, 2001)

*The Night Iguana Left Home* by Megan McDonald (DK, 1999)

*Iguana in the ivy,  
where he likes to be.  
In the shady shadows,  
impossible to see!*

## Before Teaching

Write the poem on a sheet of chart paper. Glue a photocopied activity page for *Iguana in the Ivy* onto the chart paper or draw a simple picture of an iguana and ivy around the poem.

## Introducing the Poem

For suggestions about introducing the poem and focus letter and sound, see steps 1 and 2 of **Teaching the Lesson** on page 7.

## Working with Words

After introducing the poem, ask students to brainstorm a list of additional words that begin with the letter *Ii* and possess the short or long *Ii* sounds. You might even create two lists—one for short-*i* words and one for long-*i* words (see examples below). Encourage children to be creative! For additional ideas, see step 3 of **Teaching the Lesson** on page 7.

short *Ii*: if, igloo, ill, imagine, important, in, inch, inchworm, infant, insect, instrument

long *Ii*: ice, ice cream, idea, identical, iron, island

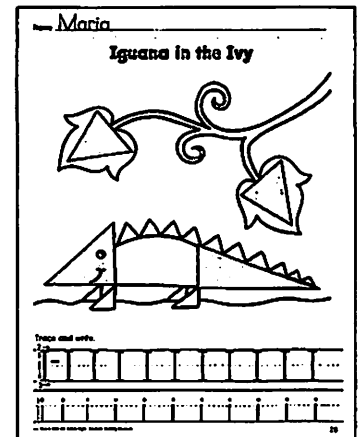
## Shape Picture

For lesson and management suggestions, see steps 4 and 5 of **Teaching the Lesson** on page 8. Use the instructions below to direct students in completing the shape picture:

1. On the pattern page, color all four triangles green. Two of the triangles are part of the iguana and two of the triangles are part of the ivy.
2. Color the rest of the picture on the activity page as you like.
3. Cut out the shapes from the pattern page.
4. Find where the shapes belong in the picture on the activity page. Use the dotted lines to help you match the shapes to the correct spaces.
5. Finish your project by gluing the shapes onto the correct spaces on the activity page.

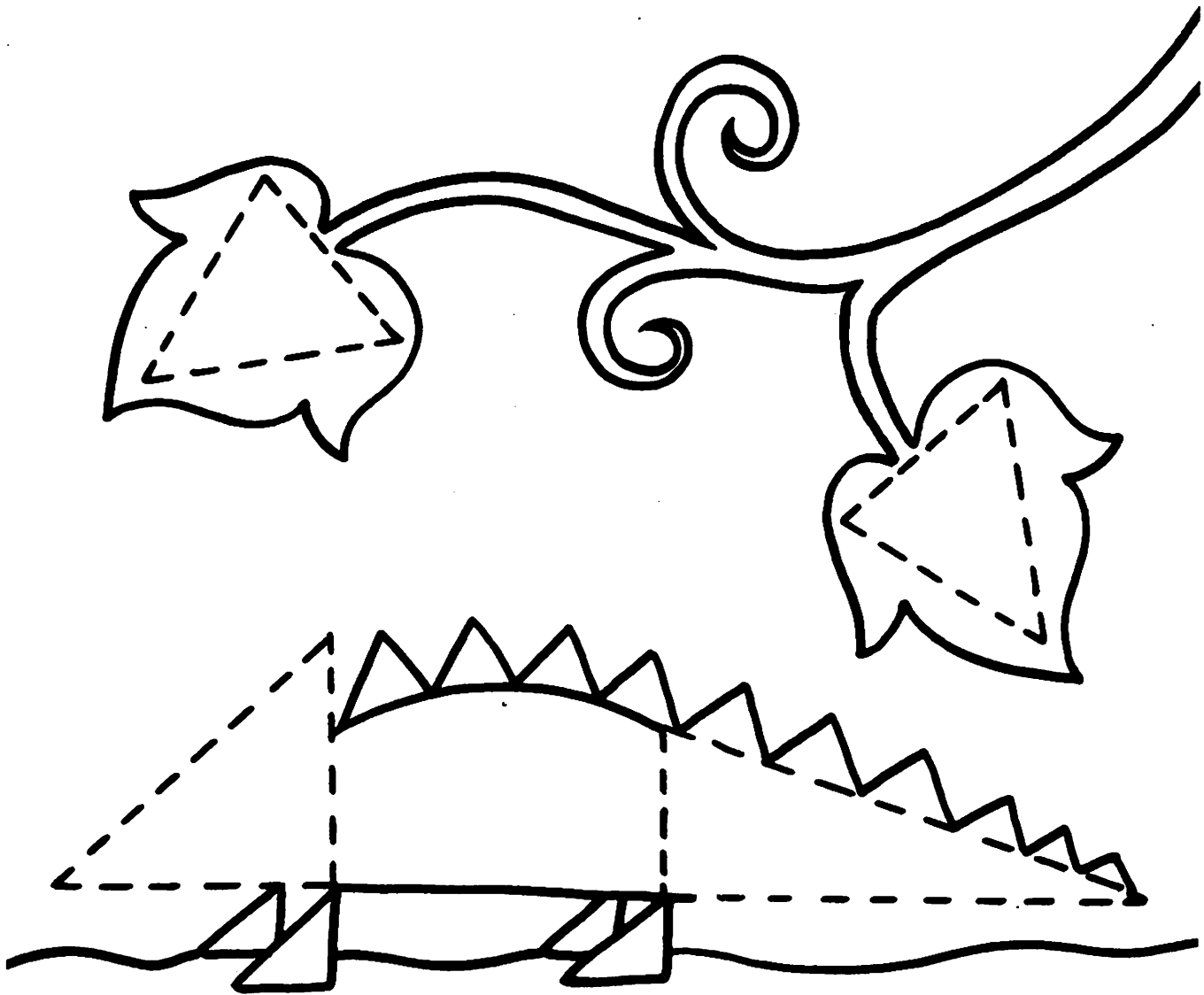
## ART TIP

Students can add texture to the ridges on the iguana's back by gluing sand onto the triangles.

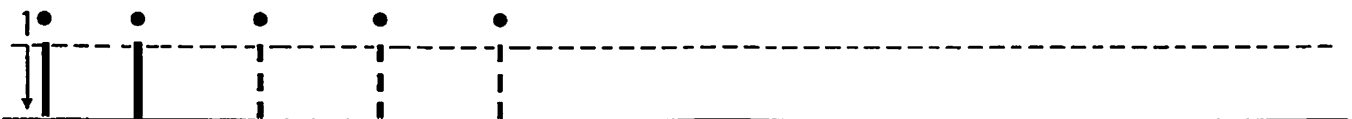
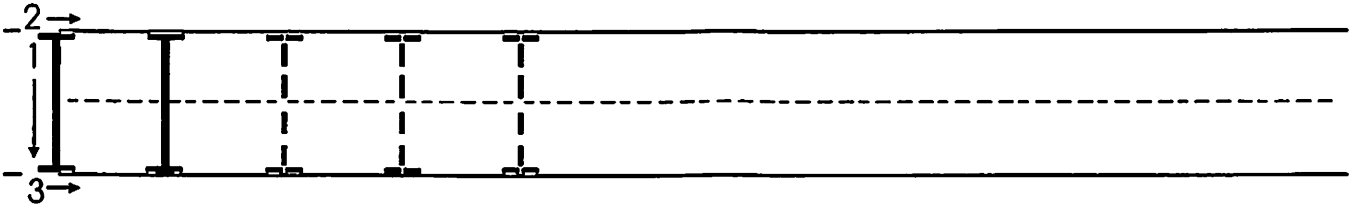


Name \_\_\_\_\_

# Iguana in the Ivy



Trace and write.





# Jj

## Jaguar in the Jungle

### Literature Links

The following list of suggested books will provide further exposure to *Jj*, its sound, and the theme of the lesson:

*Jag* by LeAnn Rimes  
(Penguin Group, 2003)

*Jaguars* by Ann O. Squire  
(Scholastic, 2005)

*Jaguar's Jungleberry Jamboree: Letter J*  
(AlphaTales) by Helen H. Moore (Scholastic, 2001)

*Jaguar in the jungle,  
just wants to play.  
He will jump for joy  
when friends join him today!*

### Before Teaching

Write the poem on a sheet of chart paper. Glue a photocopied activity page for *Jaguar in the Jungle* onto the chart paper or draw a simple picture of a jaguar and a jungle around the poem.

### Introducing the Poem

For suggestions about introducing the poem and focus letter and sound, see steps 1 and 2 of **Teaching the Lesson** on page 7.

### Working with Words

After introducing the poem, ask students to brainstorm a list of additional words that begin with the letter *Jj* and possess the *Jj* sound (see examples below). Encourage children to be creative! For additional ideas, see step 3 of **Teaching the Lesson** on page 7.

jacket, jam, jar, jeans, jeep, jelly, jellybeans, jet, jewel, job, jog, joke, juggle, juice, July, jump, June, junk

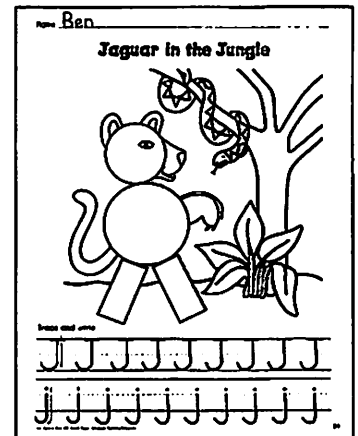
### Shape Picture

For lesson and management suggestions, see steps 4 and 5 of **Teaching the Lesson** on page 8. Use the instructions below to direct students in completing the shape picture:

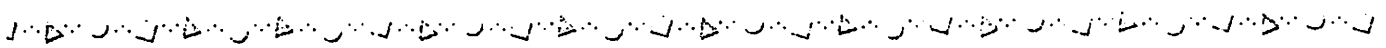
1. On the pattern page, color the medium circle tan, gold, or light brown. This is part of the jaguar's head.
2. Color the large circle to match the color used for the medium circle. This is the jaguar's body.
3. Color the two rectangles to match the two circles. These are the jaguar's legs.
4. Color the rest of the picture on the activity page as you like.
5. Cut out the shapes from the pattern page.
6. Find where the shapes belong in the picture on the activity page. Use the dotted lines to help you match the shapes to the correct spaces.
7. Finish your project by gluing the shapes onto the correct spaces on the activity page.

### ART TIP

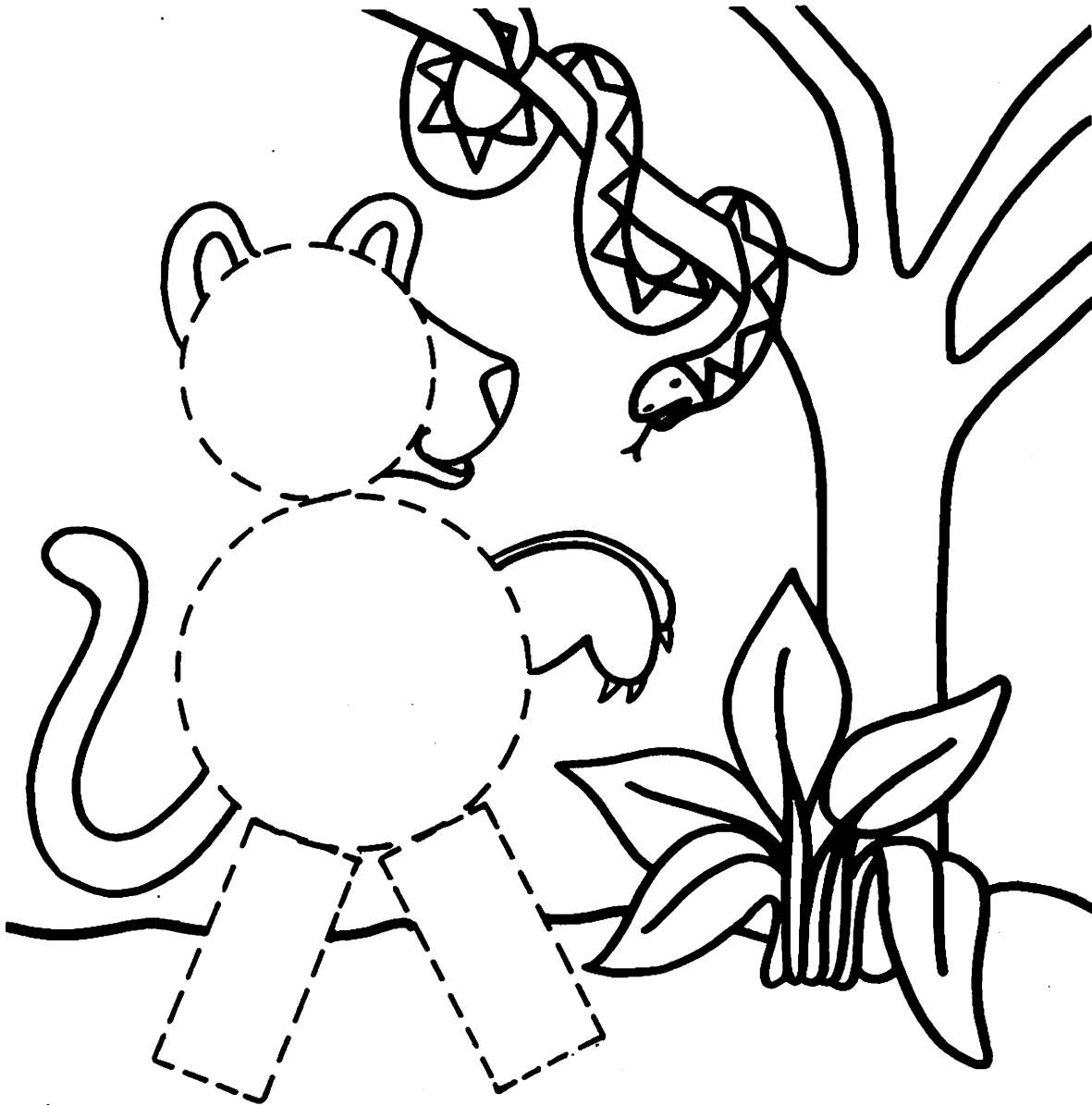
Students can add black spots to the jaguar using a cotton swab dipped in black paint.



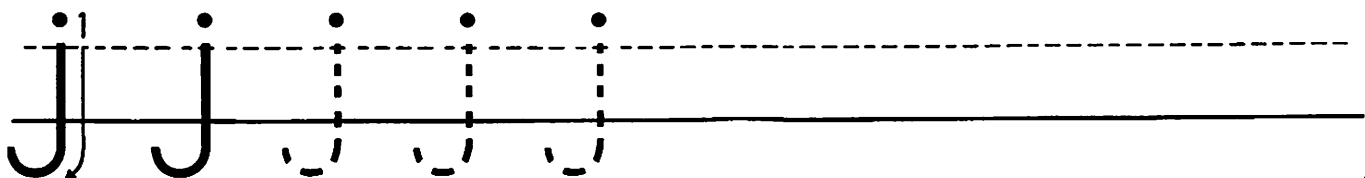
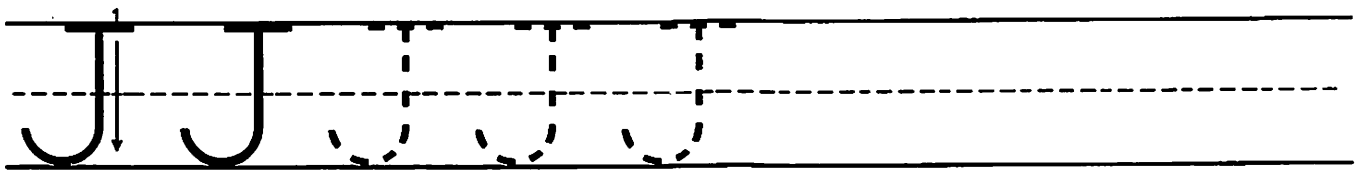
Name \_\_\_\_\_



# Jaguar in the Jungle



Trace and write.



# Kk

## King with a Kite

### Literature Links

The following list of suggested books will provide further exposure to Kk, its sound, and the theme of the lesson:

*Kangaroo Kazoo: Letter K* (AlphaTales) by Wendy Cheyette Lewison (Scholastic, 2001)

*King Bidgood's in the Bathtub* by Audrey Wood (Harcourt Brace Jovanovich, 1985)

*King of the Playground* by Phyllis Reynolds Naylor (Maxwell Macmillan, 1991)

*King with a kite,  
flying it so high,  
above his kingdom  
in the windy, windy sky!*

### Before Teaching

Write the poem on a sheet of chart paper. Glue a photocopied activity page for *King with a Kite* onto the chart paper or draw a simple picture of a king and a kite around the poem.

### Introducing the Poem

For suggestions about introducing the poem and focus letter and sound, see steps 1 and 2 of **Teaching the Lesson** on page 7.

### Working with Words

After introducing the poem, ask students to brainstorm a list of additional words that begin with the letter Kk and possess the Kk sound (see examples below). Encourage children to be creative! For additional ideas, see step 3 of **Teaching the Lesson** on page 7.

kabob, kangaroo, kayak, keep, kennel, ketchup, kettle, key, kick, kind, kindergarten, kiss, kitchen, kitten, kiwi, koala

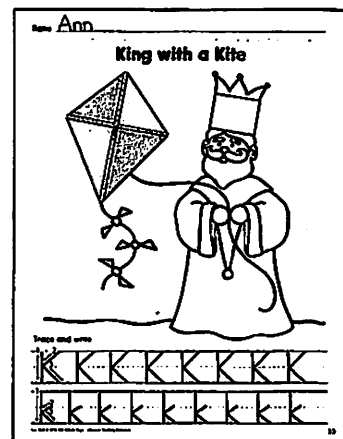
### Shape Picture

For lesson and management suggestions, see steps 4 and 5 of **Teaching the Lesson** on page 8. Use the instructions below to direct students in completing the shape picture:

1. On the pattern page, color the square yellow. This is the king's crown.
2. Choose two different colors for the four triangles. Use one color for two of the triangles and the other color for the two remaining triangles. These four triangles are the kite.
3. Color the rest of the picture on the activity page as you like.
4. Cut out the shapes from the pattern page.
5. Find where the shapes belong in the picture on the activity page. Use the dotted lines to help you match the shapes to the correct spaces.
6. Finish your project by gluing the shapes onto the correct spaces on the activity page.

### ART TIP

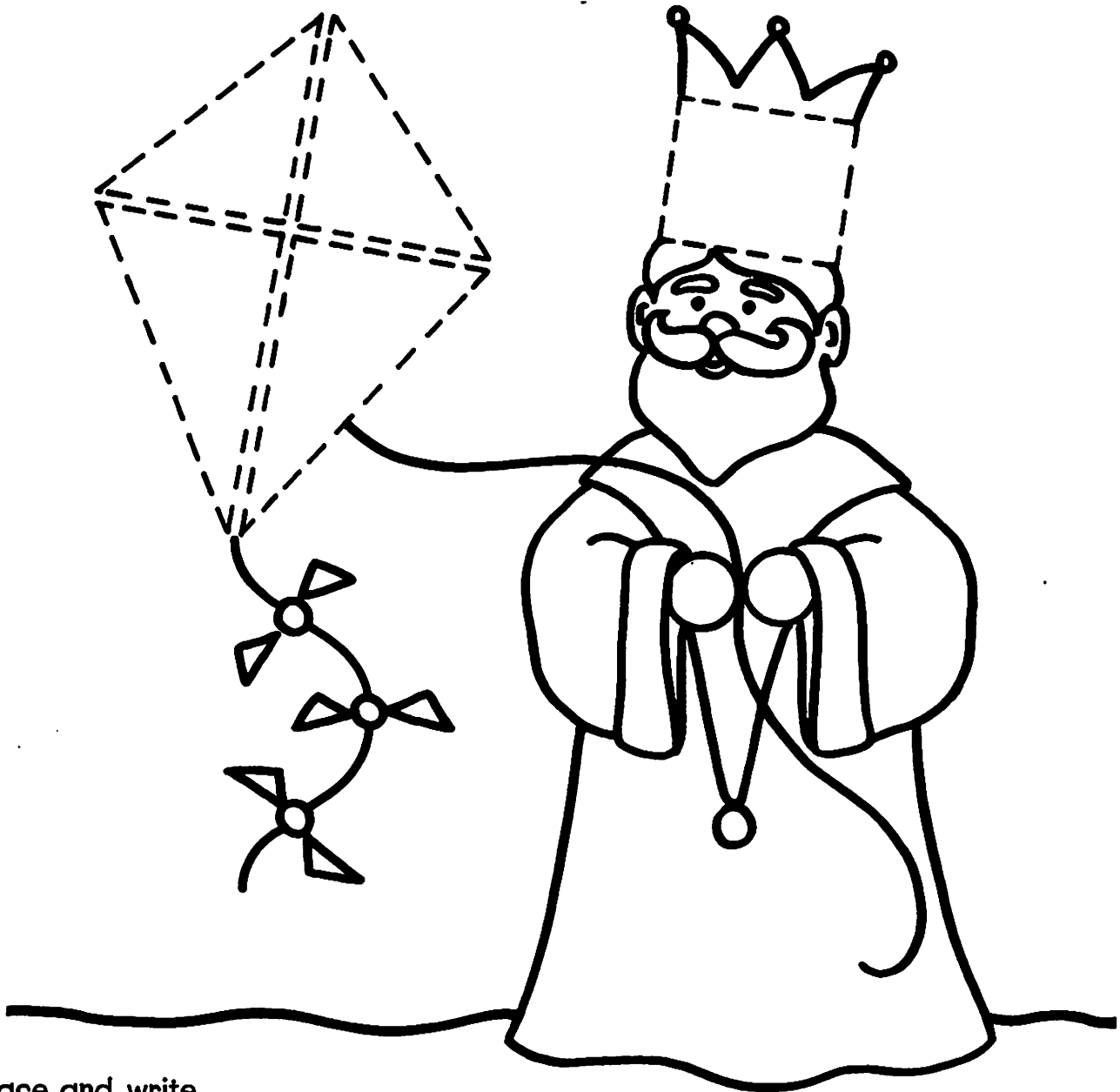
Students can glue strands of yarn to the kite string or the kite tail.



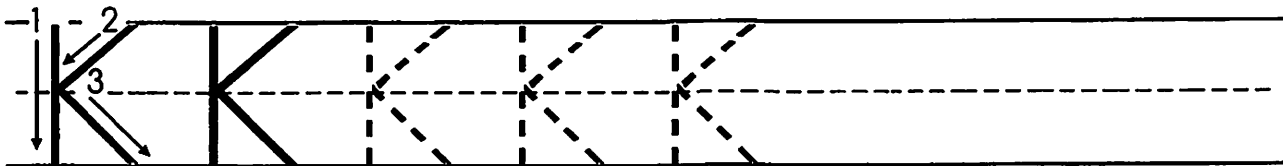
Name \_\_\_\_\_

*Tracing guide for the letter K: 1. vertical line down, 2. diagonal line down-right, 3. diagonal line up-right.*

# King with a Kite



Trace and write.



# LI

## Ladybug on a Leaf

### Literature Links

The following list of suggested books will provide further exposure to *LI*, its sound, and the theme of the lesson:

*The Grouchy Ladybug* by Eric Carle (T.Y. Crowell, 1977)

*The Lamb Who Loved to Laugh: Letter L* (AlphaTales) by Carol Pugliano-Martin (Scholastic, 2001)

*Ten Little Ladybugs* by Melanie Gerth (Piggy Toes Press, 2000)

*Very Lazy Ladybug* by Isobel Finn (Tiger Tales, 2001)

*Ladybug on a leaf,  
on six legs she stands.  
Lucky little insect,  
lunching where she lands!*

### Before Teaching

Write the poem on a sheet of chart paper. Glue a photocopied activity page for *Ladybug on a Leaf* onto the chart paper or draw a simple picture of a ladybug and a leaf around the poem.

### Introducing the Poem

For suggestions about introducing the poem and focus letter and sound, see steps 1 and 2 of **Teaching the Lesson** on page 7.

### Working with Words

After introducing the poem, ask students to brainstorm a list of additional words that begin with the letter *LI* and possess the *LI* sound (see examples below). Encourage children to be creative! For additional ideas, see step 3 of **Teaching the Lesson** on page 7.

lace, ladder, lake, lamp, land, late, leap, lemon, letter, life, lift, light, lime, lion, log, lollipop, long, look, luck, lunch

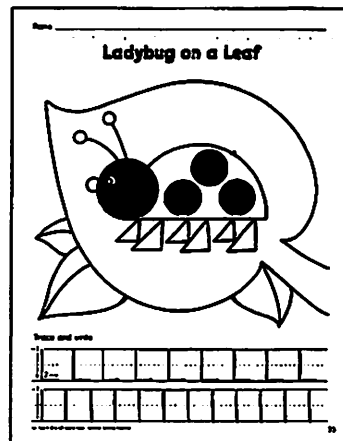
### Shape Picture

For lesson and management suggestions, see steps 4 and 5 of **Teaching the Lesson** on page 8. Use the instructions below to direct students in completing the shape picture:

1. On the pattern page, color all four of the circles black. The largest circle is the ladybug's head. The three smaller circles are the ladybug's spots.
2. Color the rest of the picture on the activity page as you like.
3. Cut out the shapes from the pattern page.
4. Find where the shapes belong in the picture on the activity page. Use the dotted lines to help you match the shapes to the correct spaces.
5. Finish your project by gluing the shapes onto the correct spaces on the activity page.

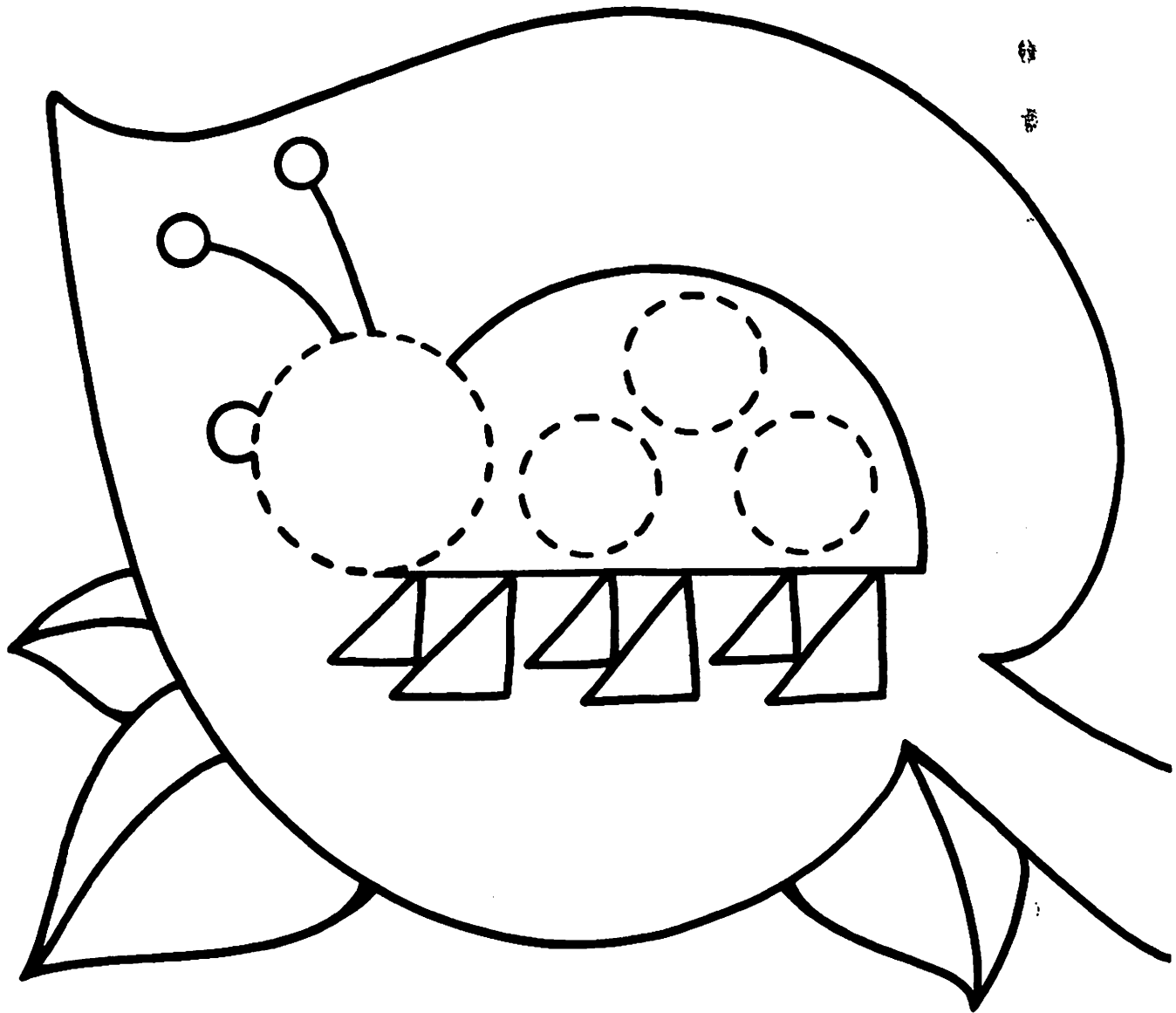
### ART TIPS

- Students can add a wiggle eye, or use a white crayon or colored pencil to draw an eye and/or smile onto the ladybug!
- Consider inviting students to add a small, black pom-pom nose to the ladybug.



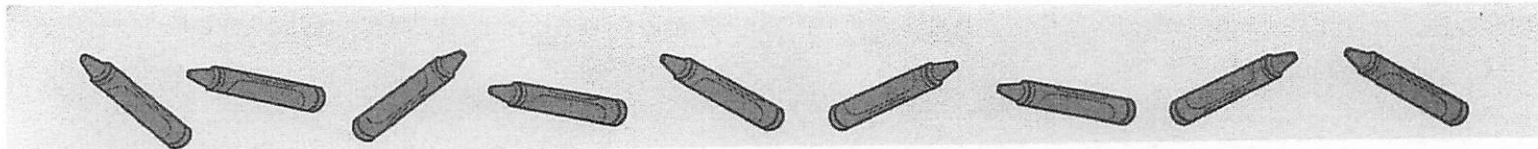
Name \_\_\_\_\_

# Ladybug on a Leaf



Trace and write.

Tracing practice lines. The first row shows a dashed letter 'l' with a downward arrow labeled '1' and a rightward arrow labeled '2'. The second row shows a dashed letter 'l' with a downward arrow labeled '1'.

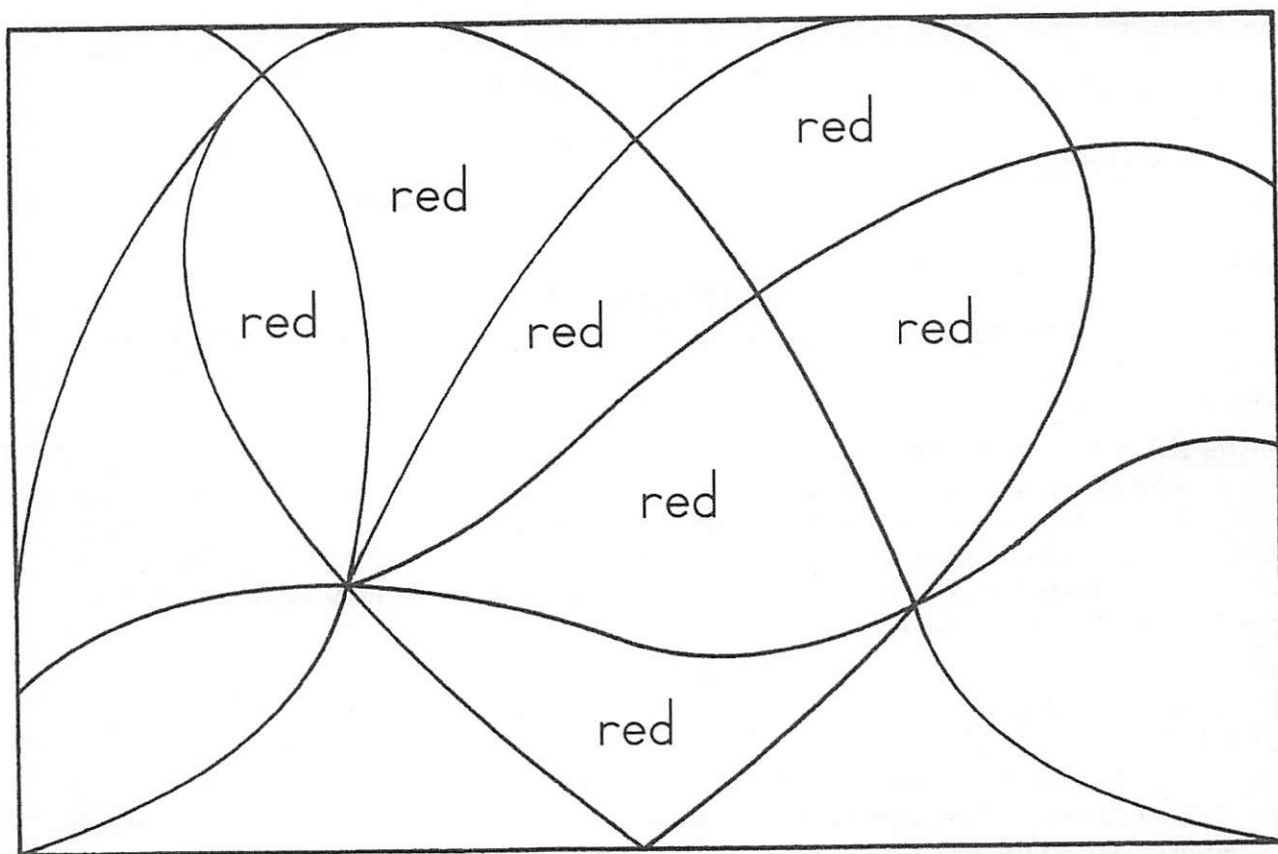


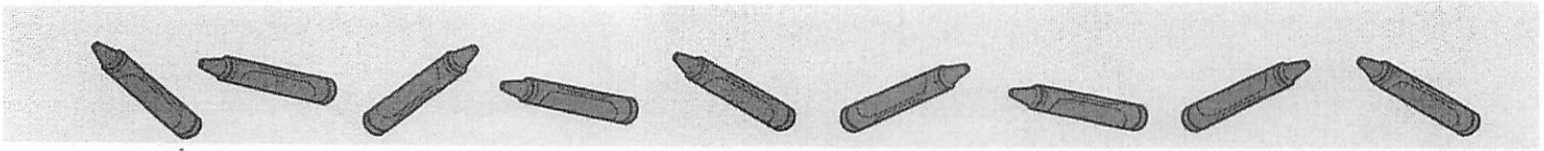
Have your child write the word red. Then, have your child color each space in the puzzle with the word red in it.

red red red

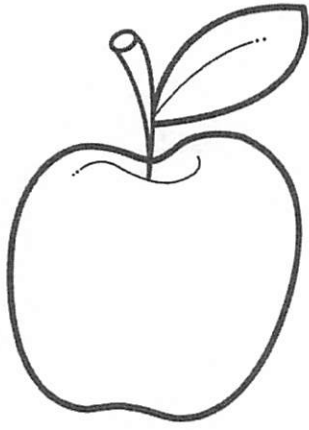
red

red

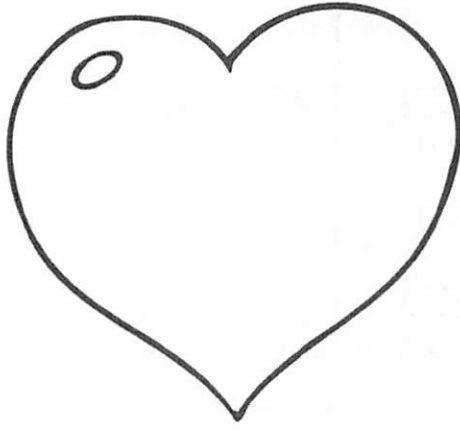




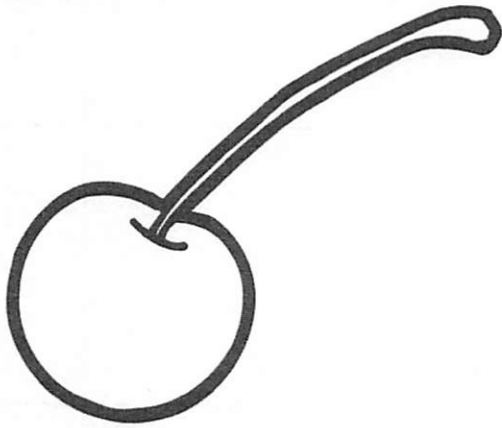
**Directions** → Have your child use a red crayon to color the things that are red.



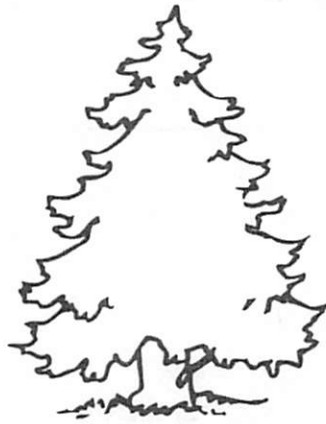
apple



heart



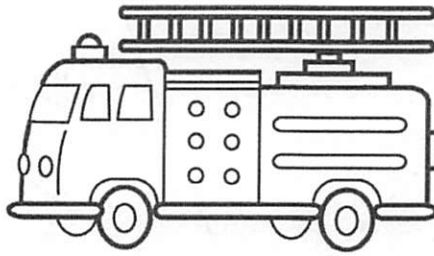
cherry



evergreen tree

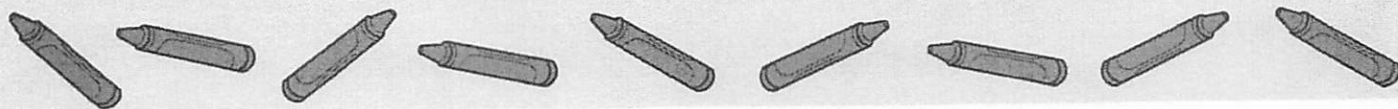


stop sign



firetruck





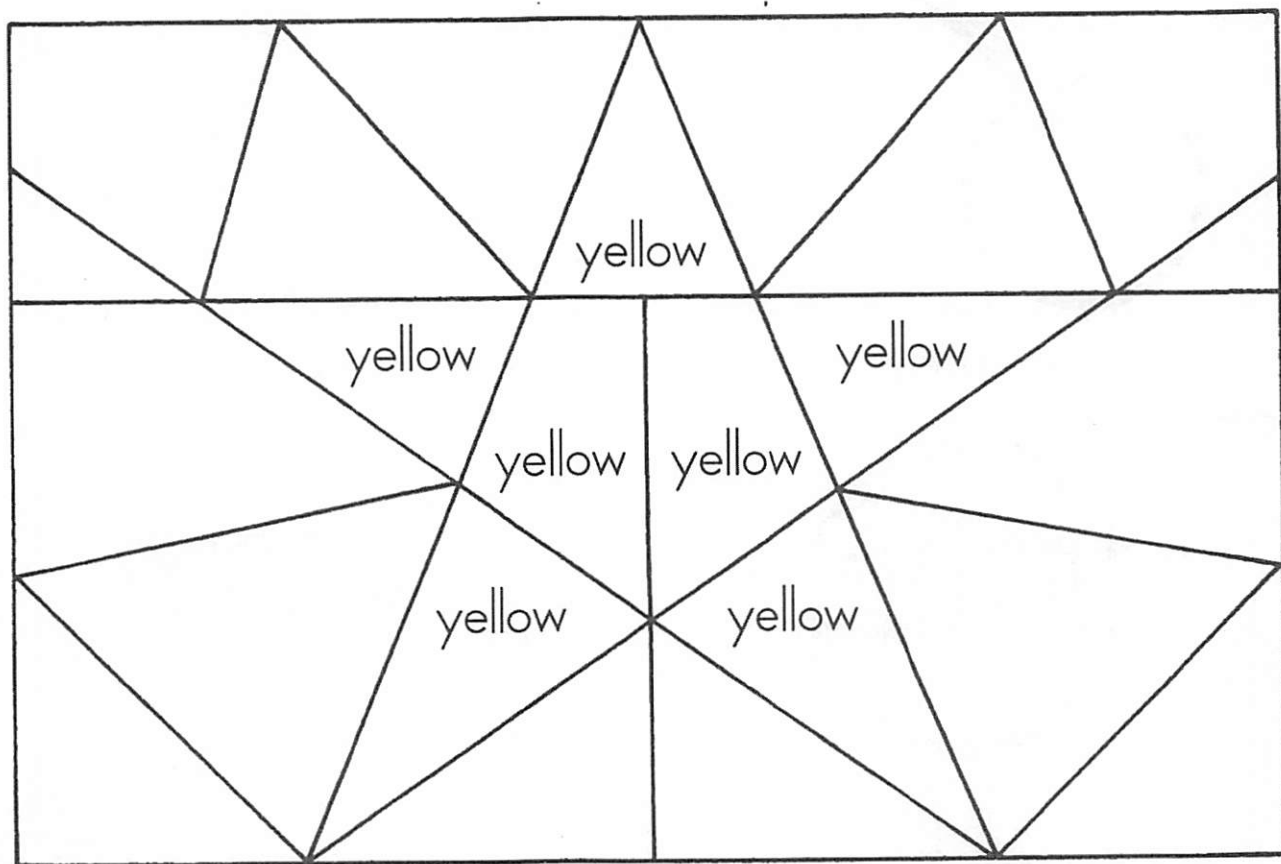
**Directions**

Have your child write the word **yellow**. Then, have your child color each space in the puzzle with the word **yellow** in it.

yellow yellow

yellow

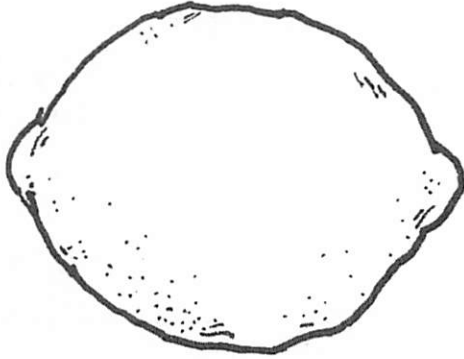
yellow





**Directions**

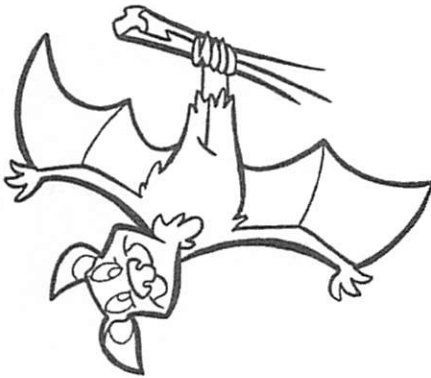
Have your child use a **yellow** crayon to color the things that are **yellow**.



lemon



school bus



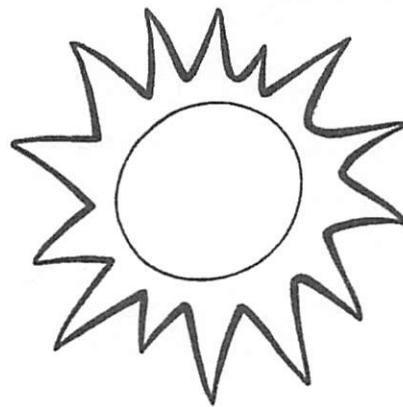
bat



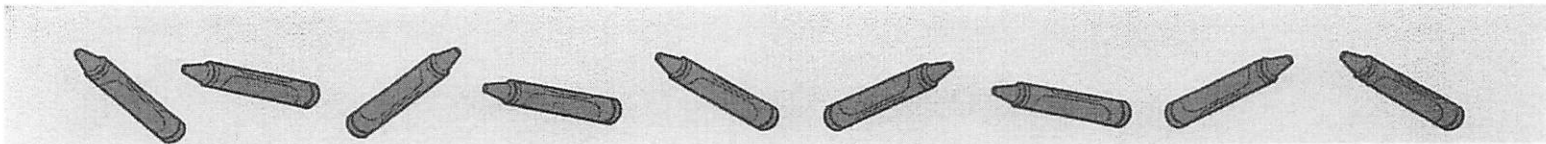
chick



banana



sun

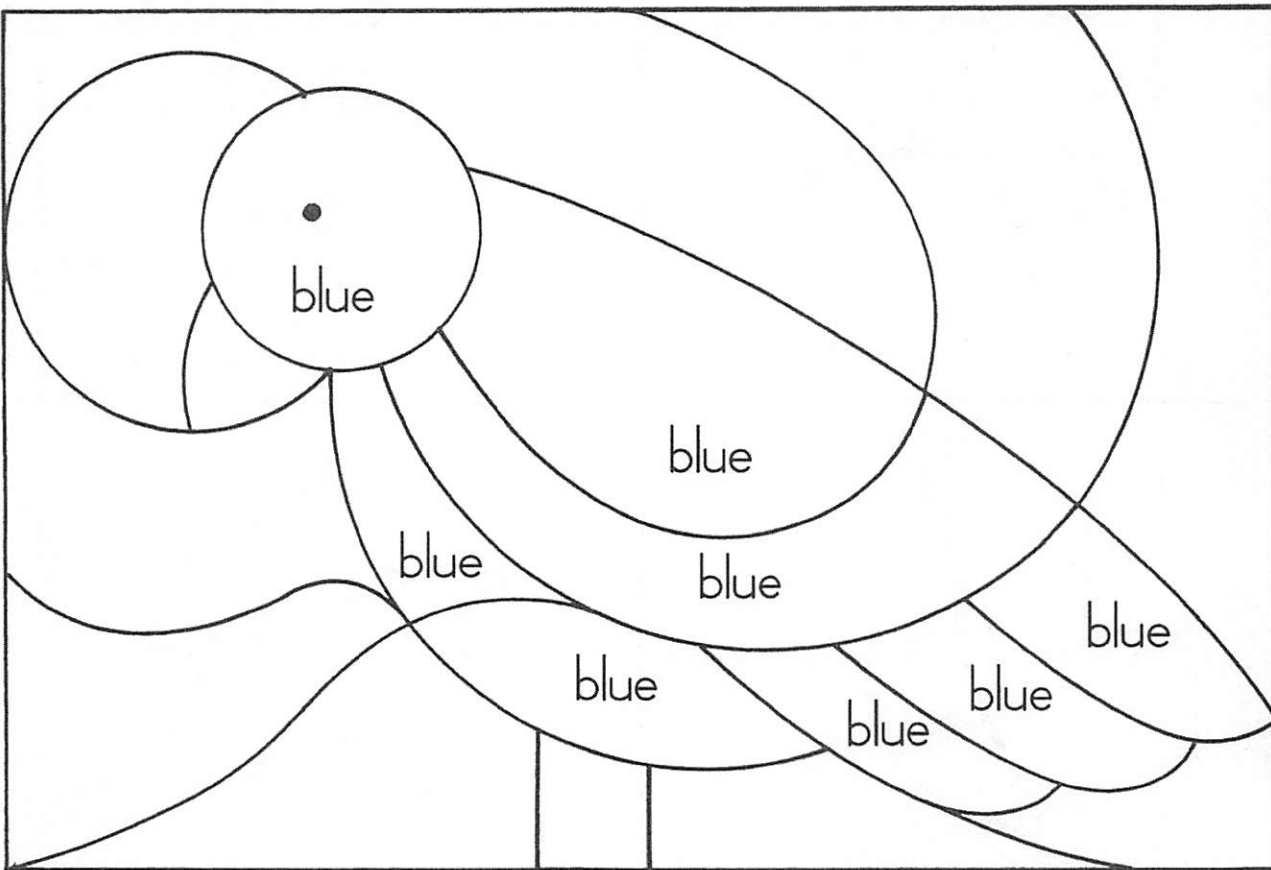


Have your child write the word **blue**. Then, have your child color each space in the puzzle with the word **blue** in it.

blue blue blue

blue

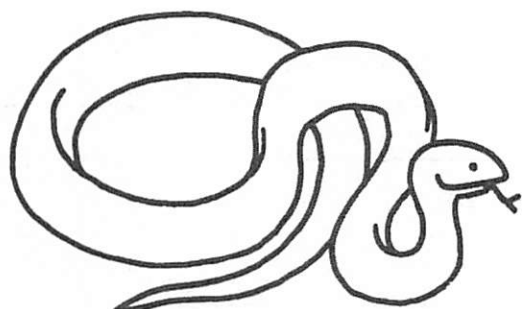
blue



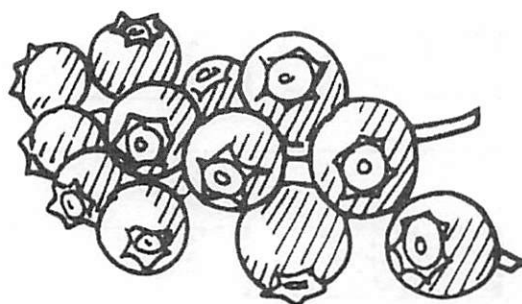


**Directions**

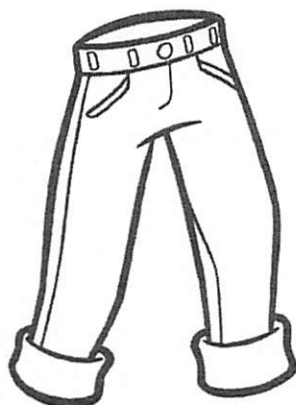
Have your child use a **blue** crayon to color the things that are **blue**.



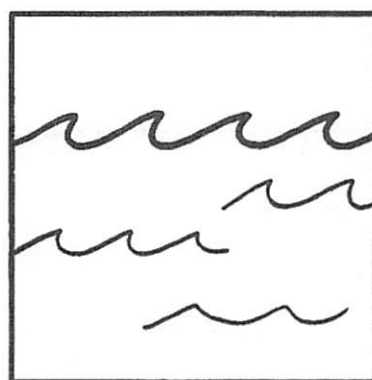
snake



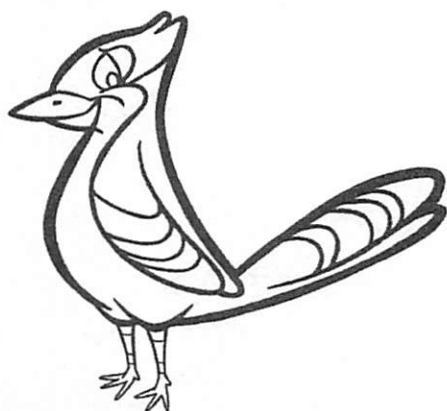
blueberries



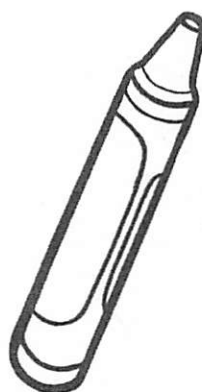
jeans



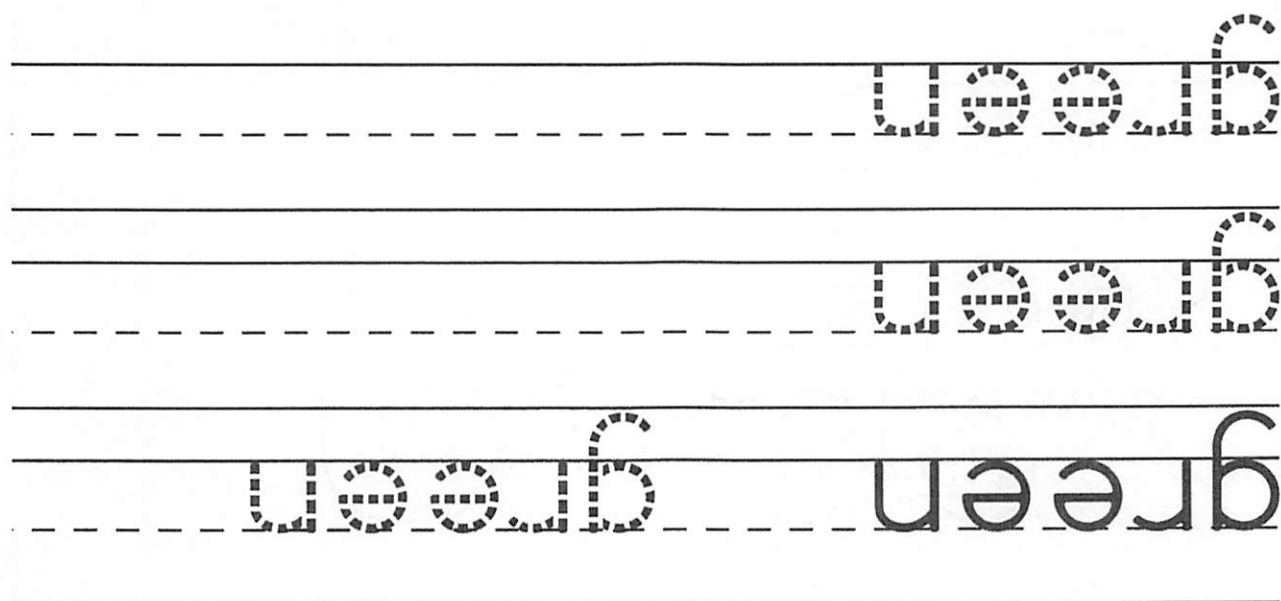
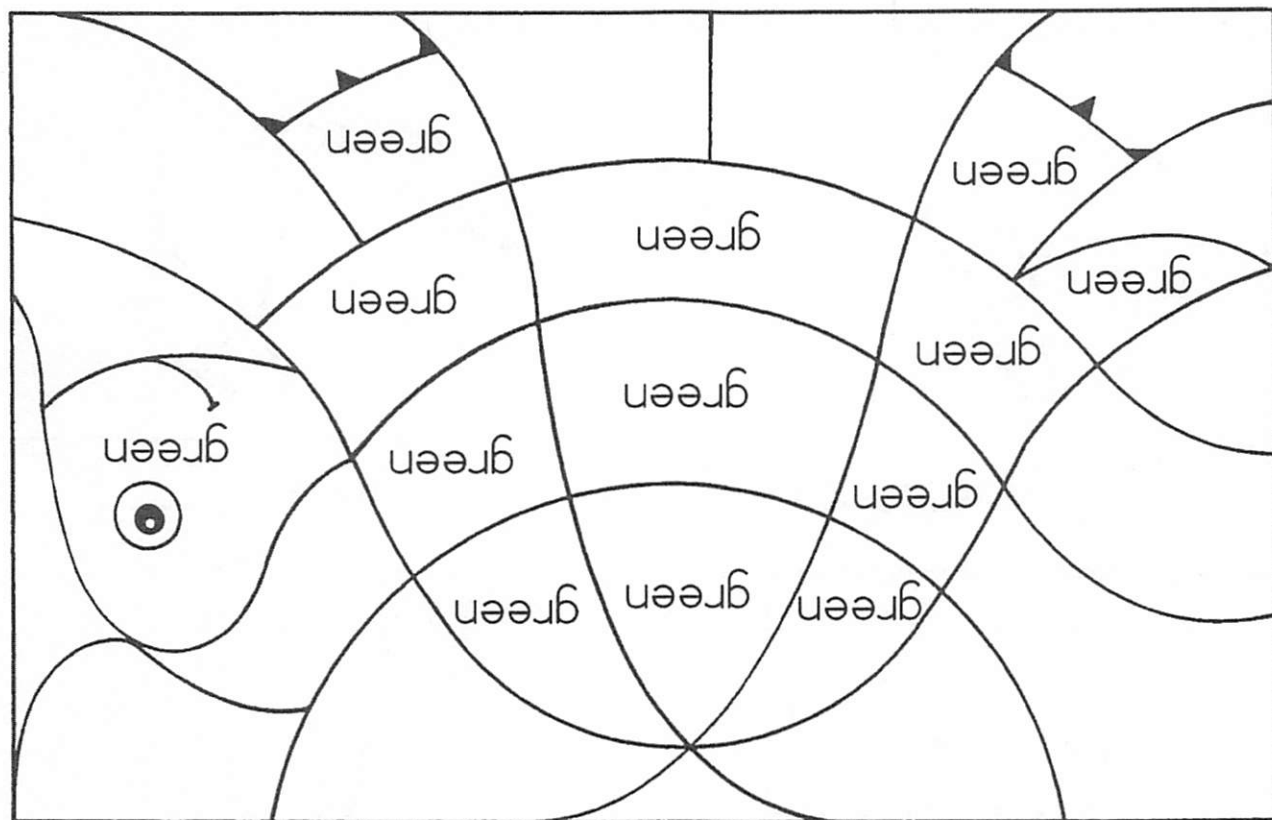
ocean



blue jay

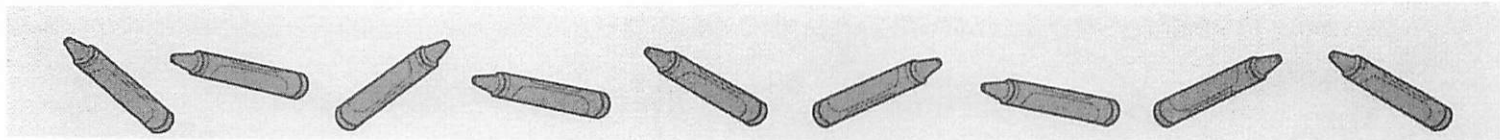


blue crayon



**Directions** Have your child write the word green. Then, have your child color each space in the puzzle with the word green in it.

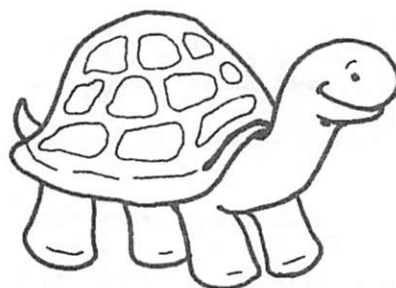




**Directions** Have your child use a green crayon to color the things that are green.



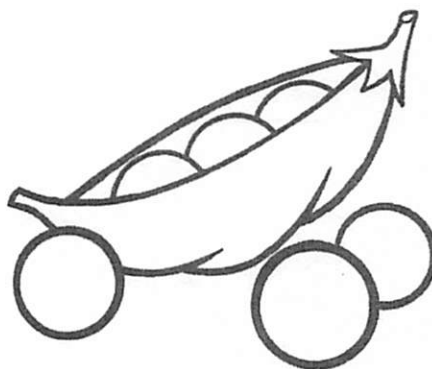
lettuce



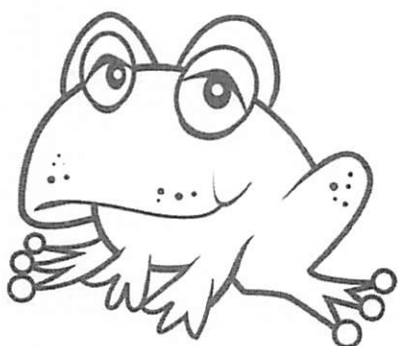
turtle



stop sign



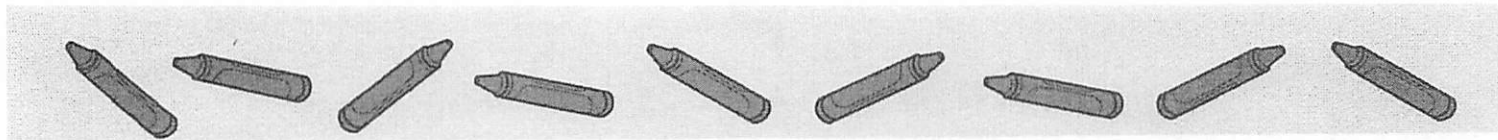
peas



frog



grass



**Directions**

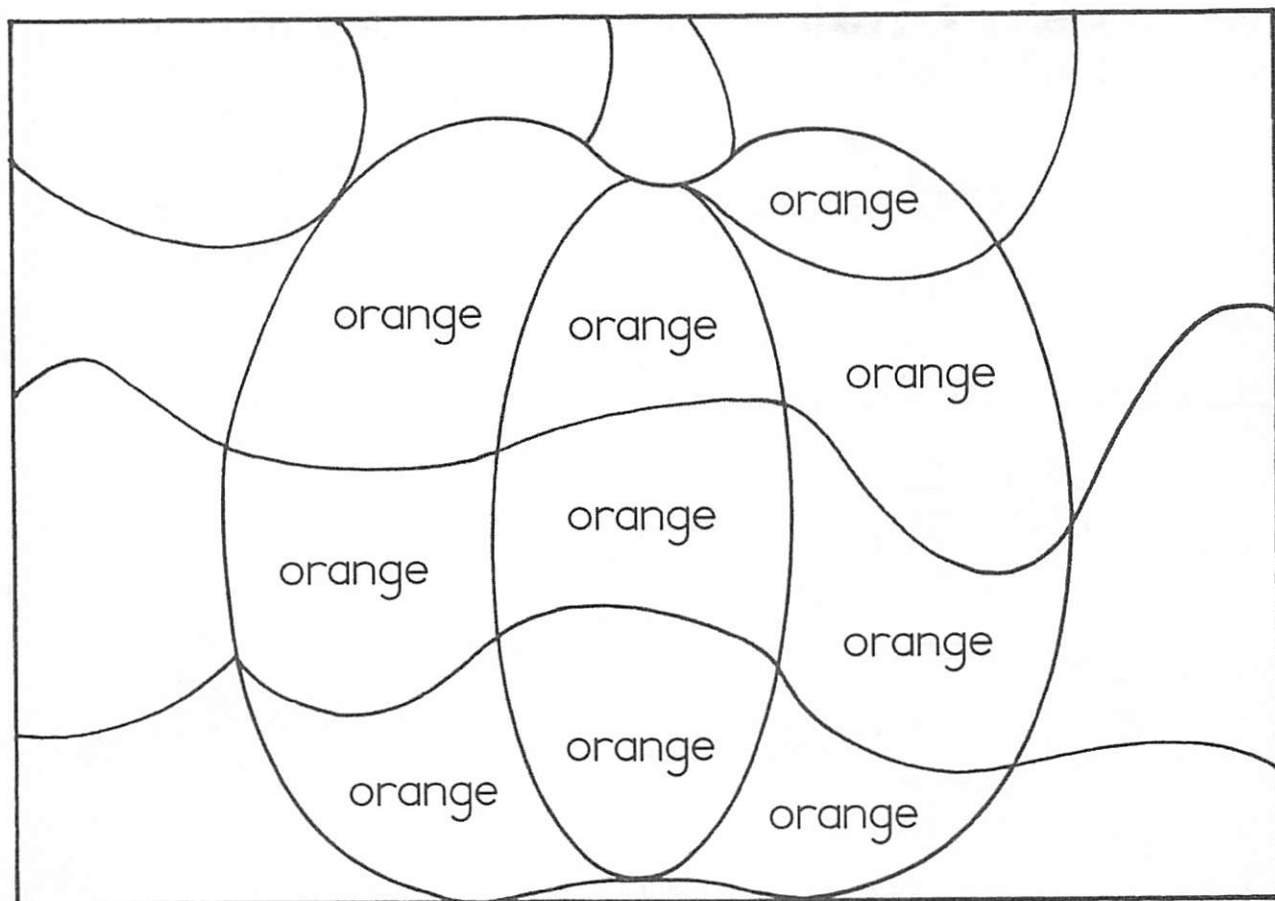
Have your child write the word **orange**. Then, have your child color each space in the puzzle with the word **orange** in it.

orange

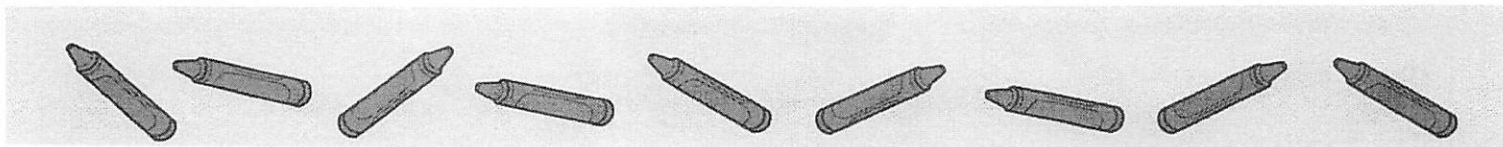
orange

orange

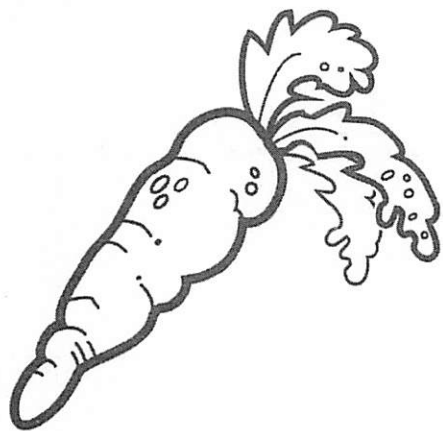
orange







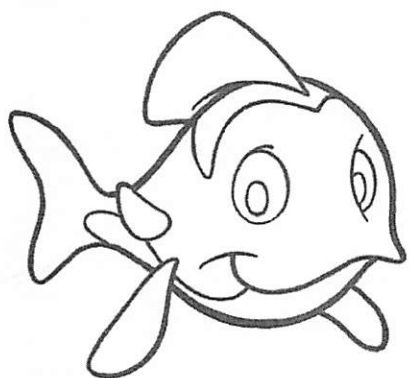
Have your child use an **orange** crayon to color the things that are **orange**.



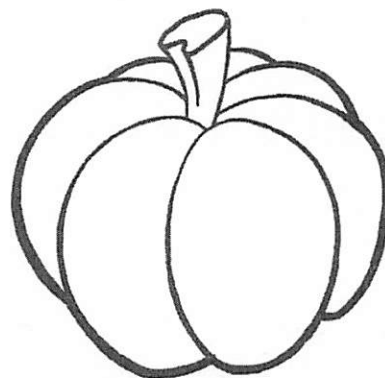
carrot



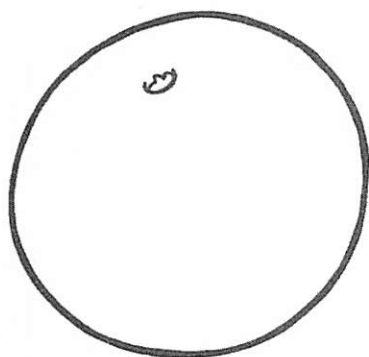
basketball



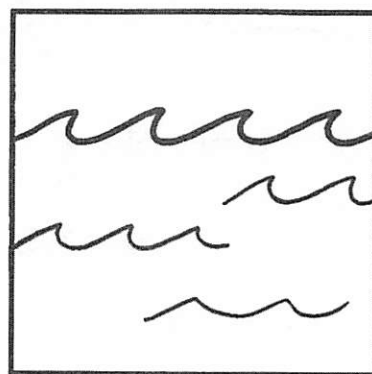
goldfish



pumpkin

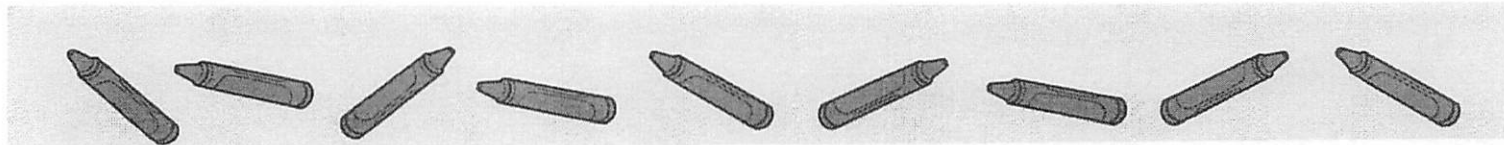


orange



ocean



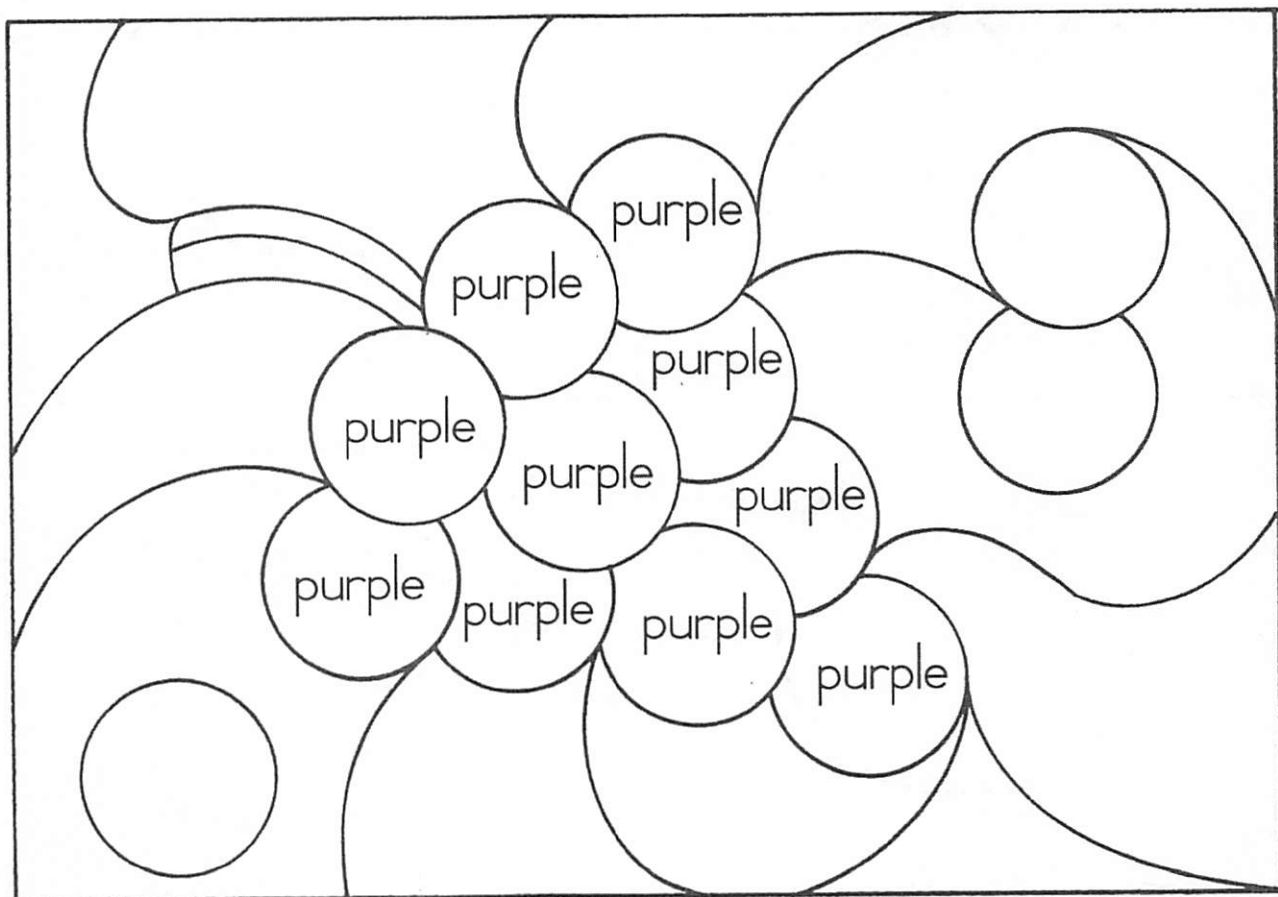


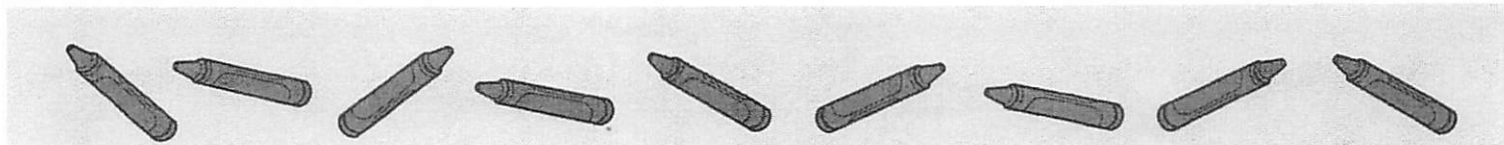
Have your child write the word **purple**. Then, have your child color each space in the puzzle with the word **purple** in it.

purple      purple

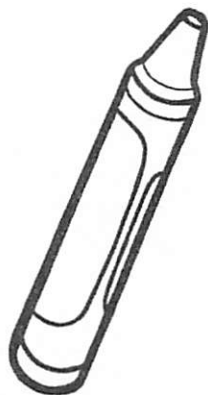
purple

purple

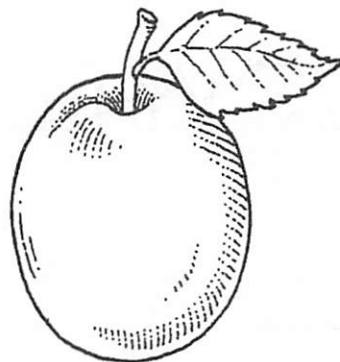




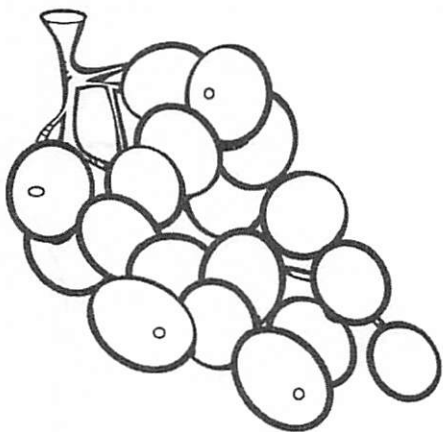
**Directions** Have your child use a **purple** crayon to color the things that are **purple**.



purple crayon



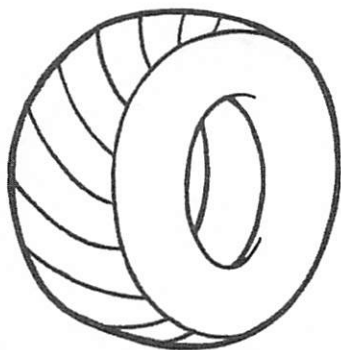
plum



grapes



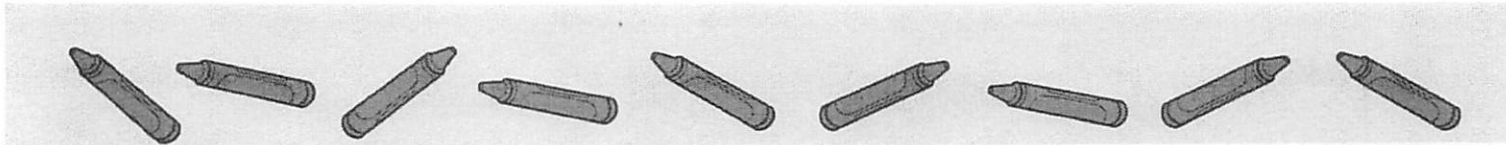
purple dress



tire



violets

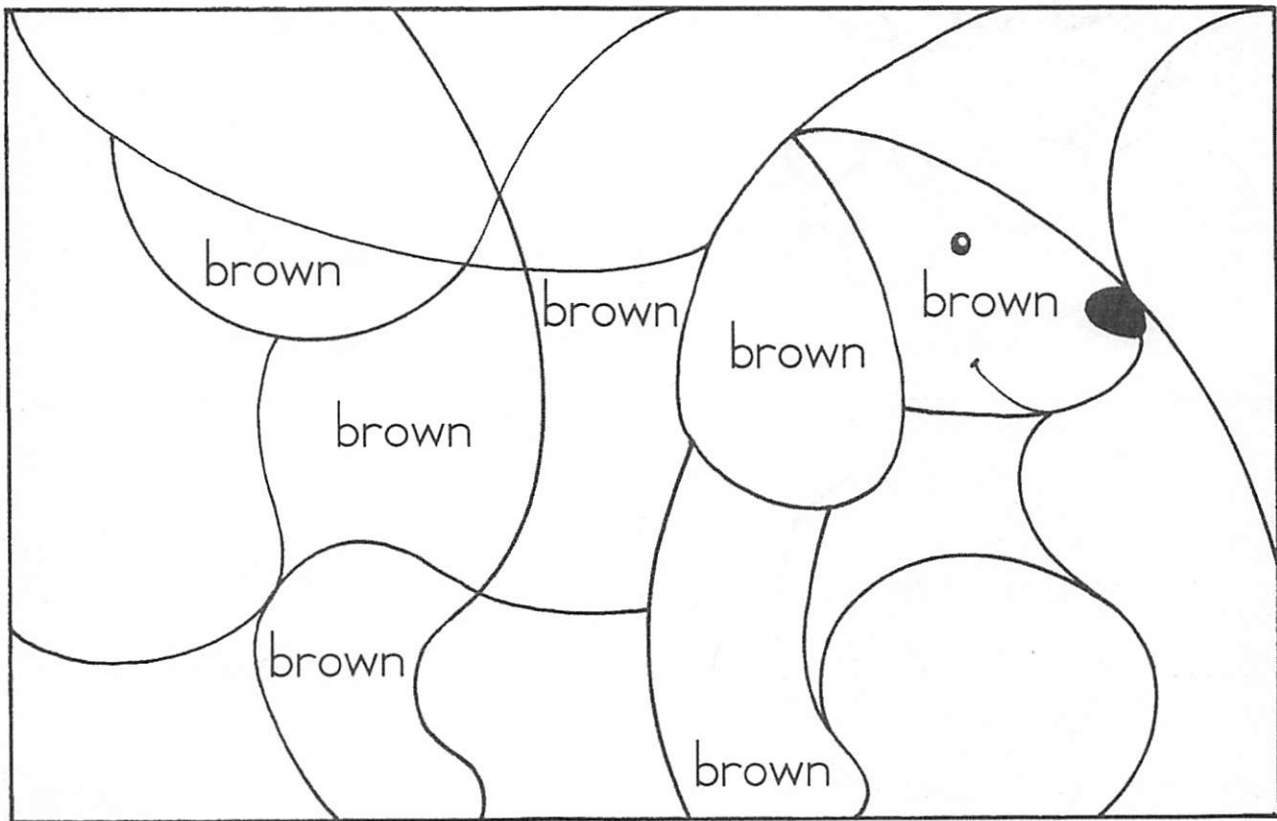


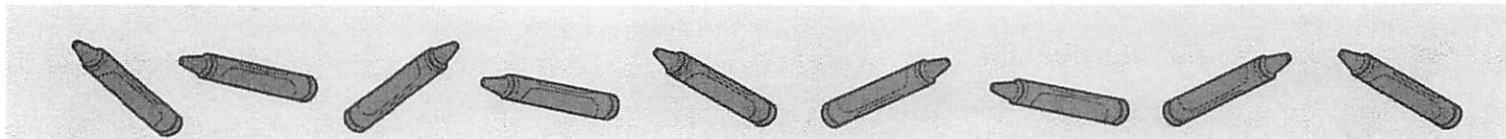
Have your child write the word **brown**. Then, have your child color each space in the puzzle with the word **brown** in it.

brown brown

brown

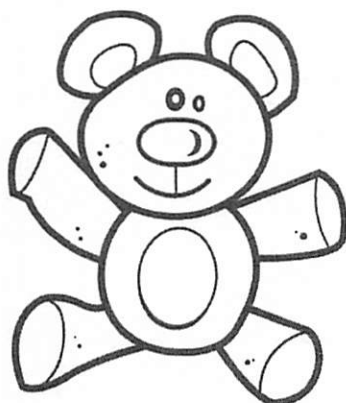
brown



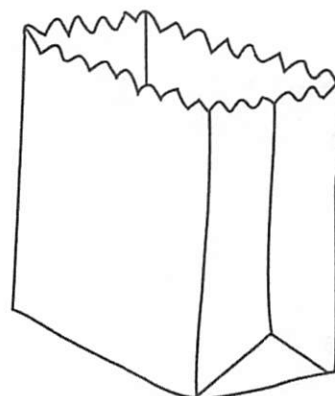


**Directions**

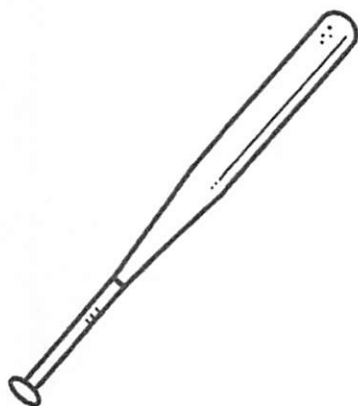
Have your child use a **brown** crayon to color the things that are **brown**.



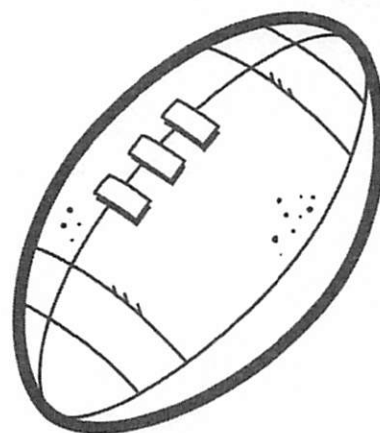
bear



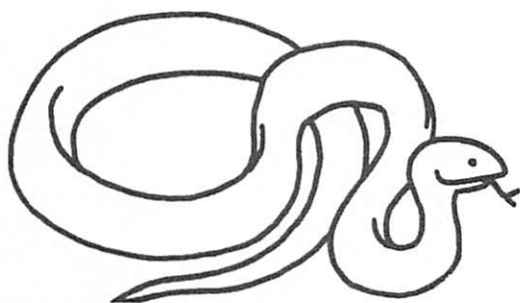
bag



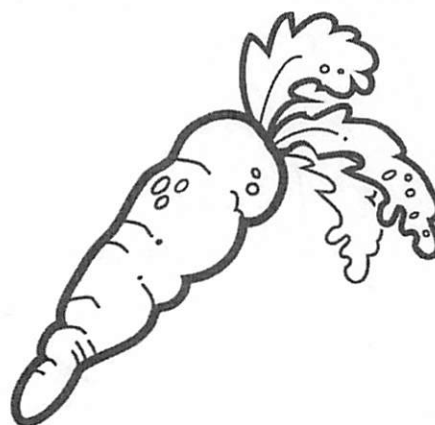
bat



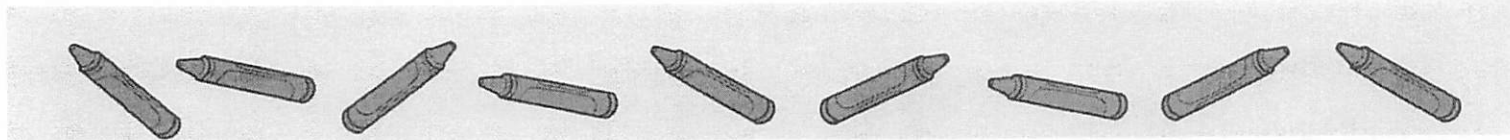
football



snake



carrot



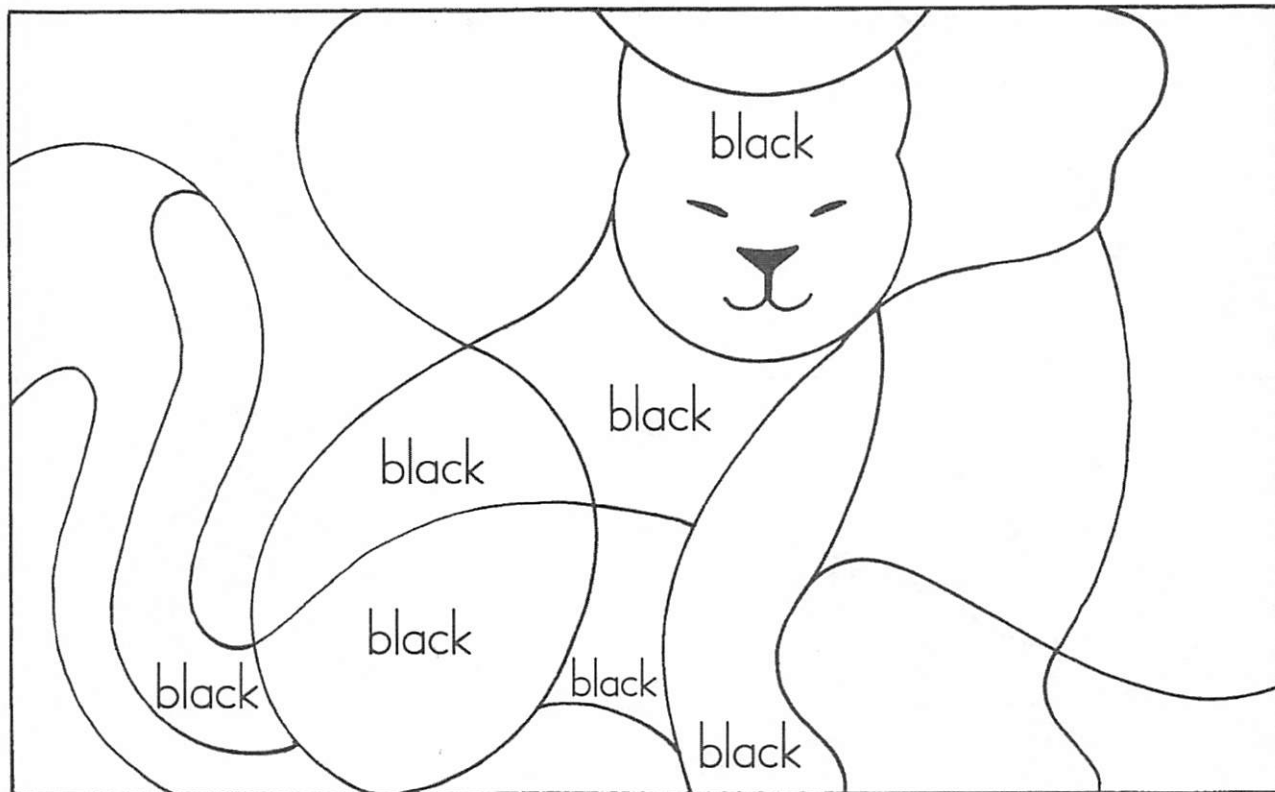
**Directions**

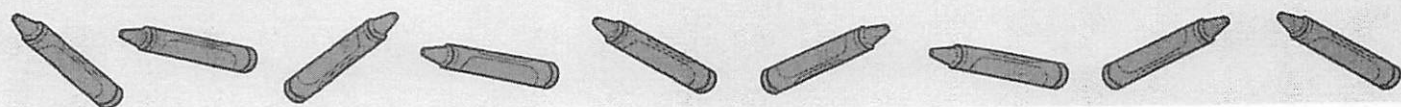
Have your child write the word **black**. Then, have your child color each space in the puzzle with the word **black** in it.

black black

black

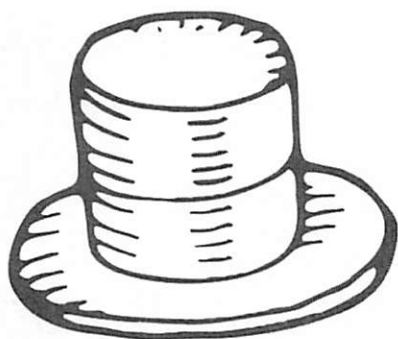
black





**Directions**

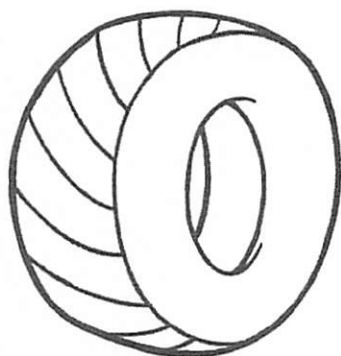
Have your child use a **black** crayon to color the things that are **black**.



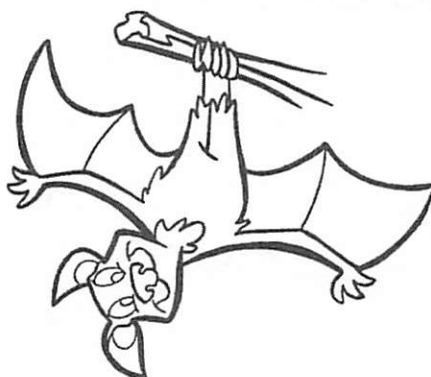
hat



boots



tire



bat



dog

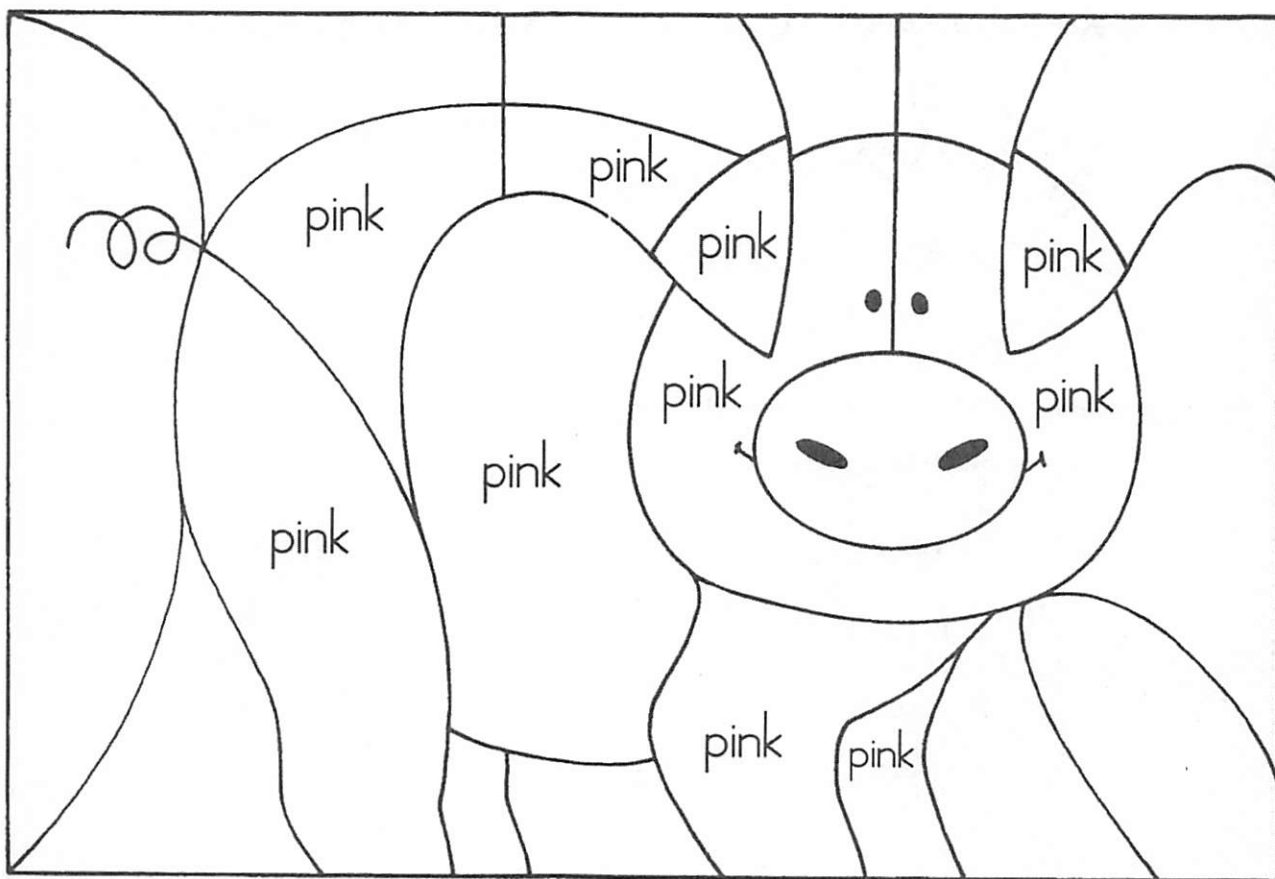
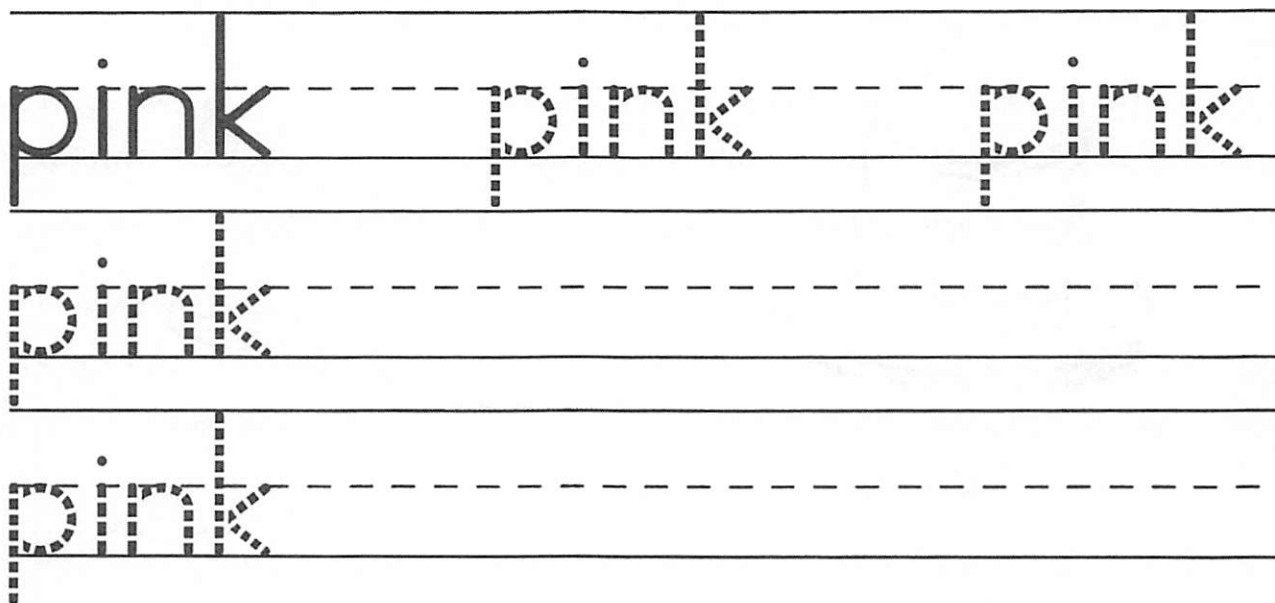


banana



**Directions**

Have your child write the word **pink**. Then, have your child color each space in the puzzle with the word **pink** in it.





**Directions** Have your child use a **pink** crayon to color the things that are **pink**.



rose



flamingo



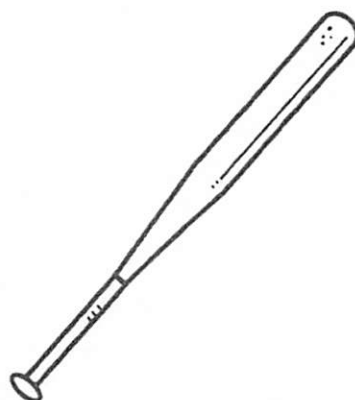
pig



strawberry cake

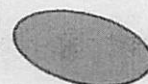


grass



bat





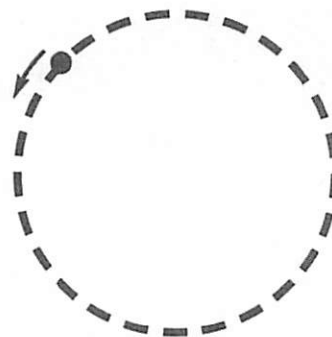
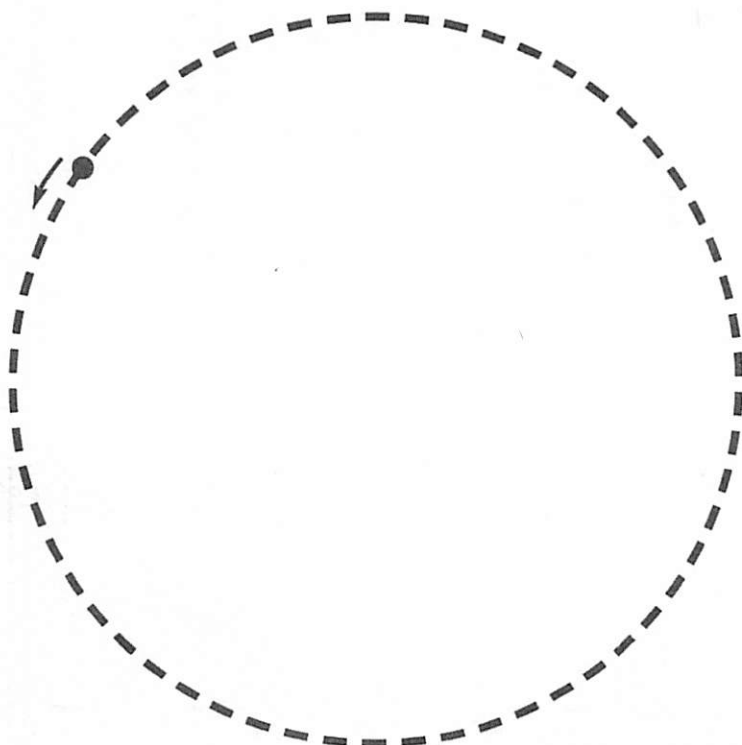
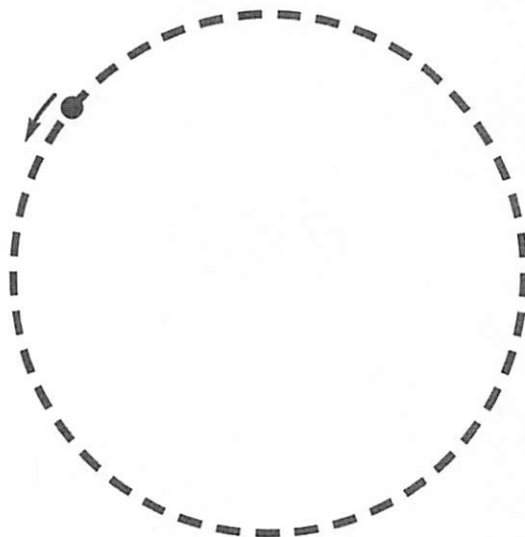
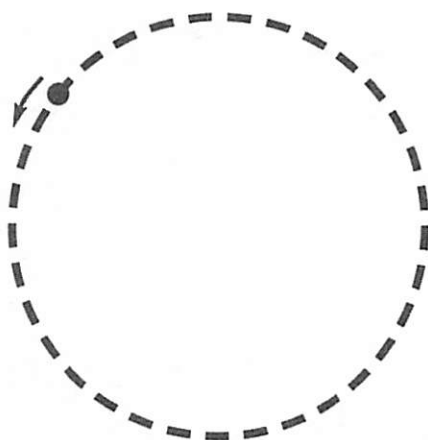
Directions

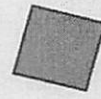
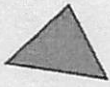
Have your child write the name of the shape. Then, have your child trace the dotted lines to complete the circles and color them.

circle

circle

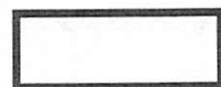
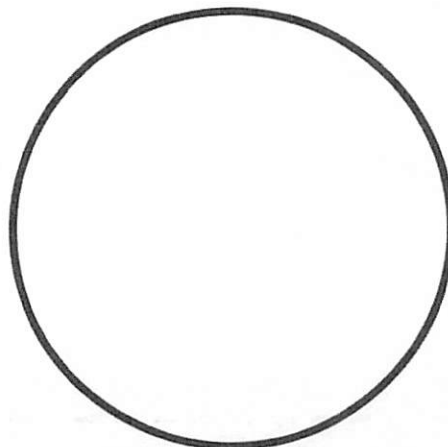
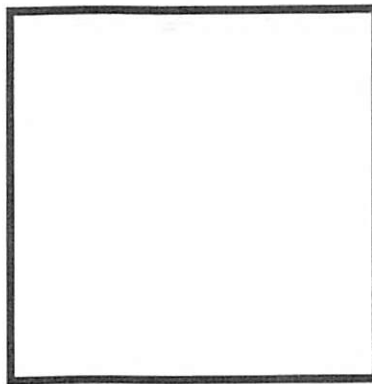
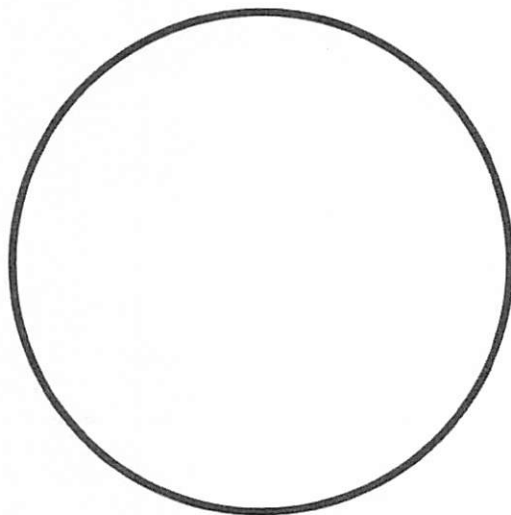
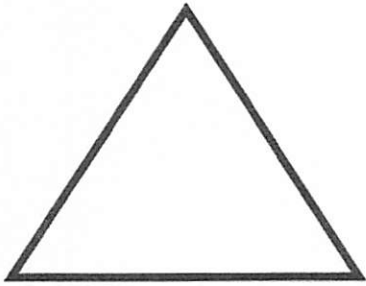
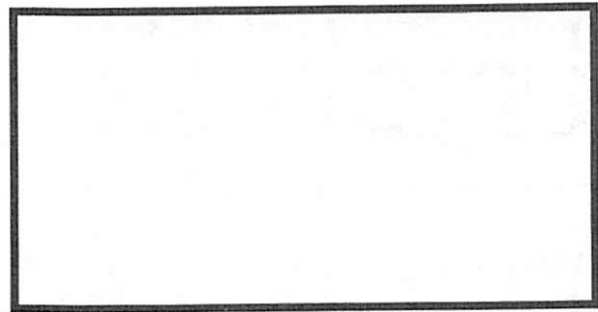
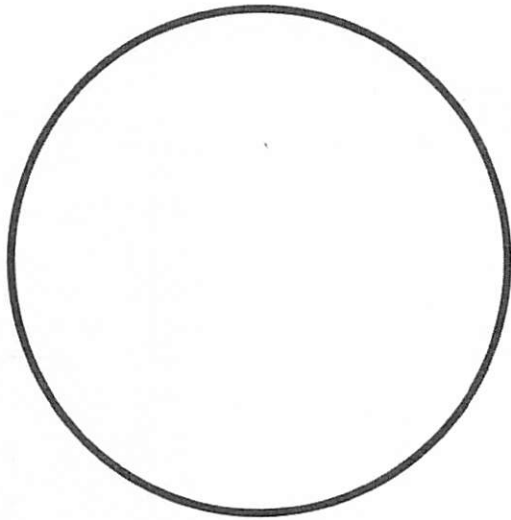
circle

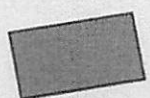




**Directions**

Have your child find and color all of the circles.



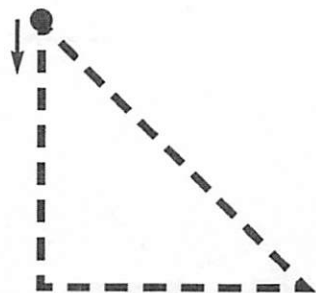
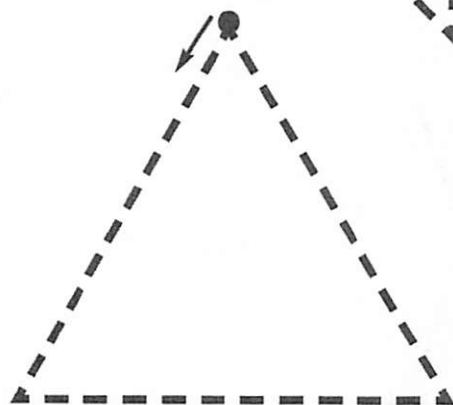
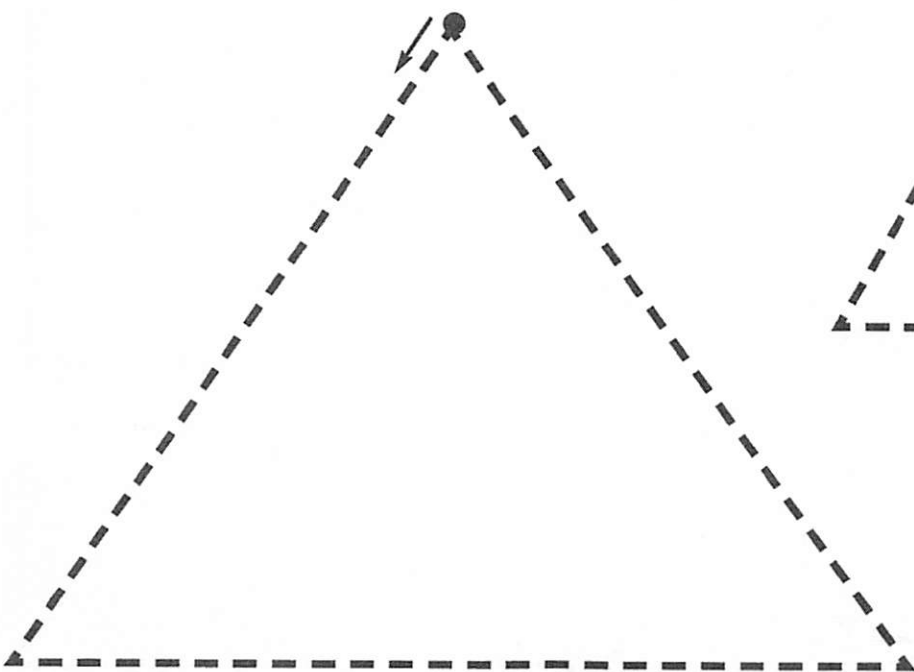
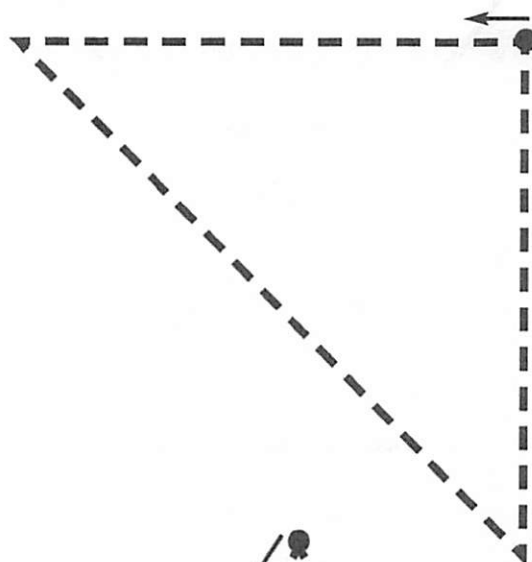
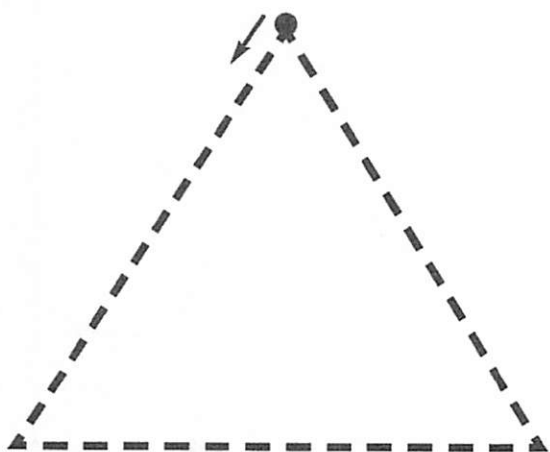


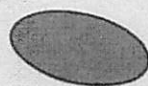
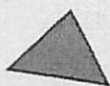
Directions

Have your child write the name of the shape. Then, have your child trace the dotted lines to complete the triangles and color them.

triangle triangle

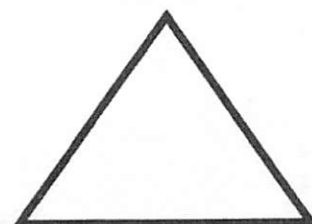
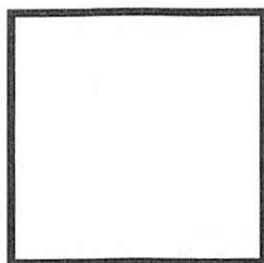
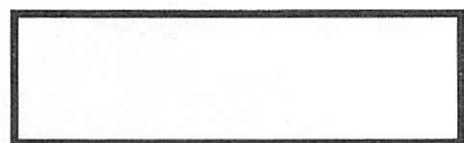
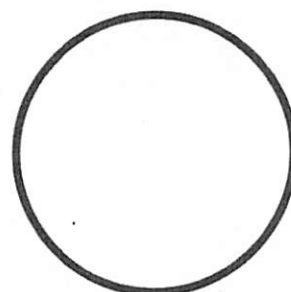
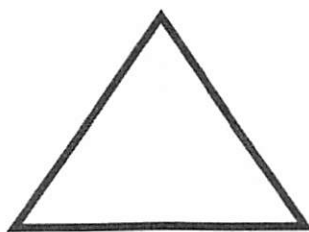
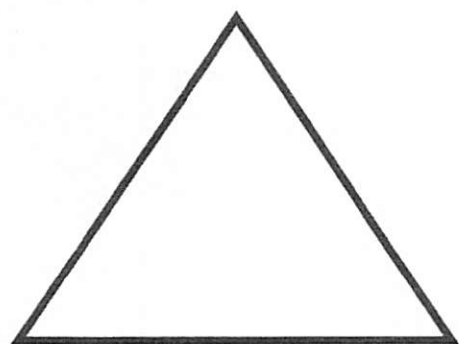
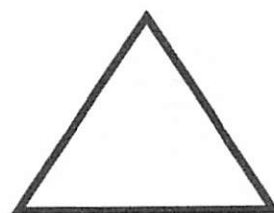
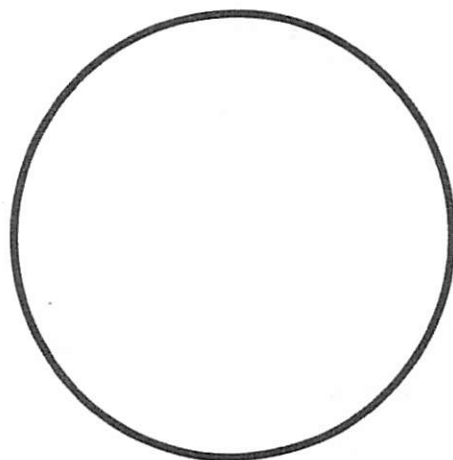
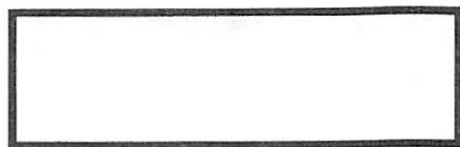
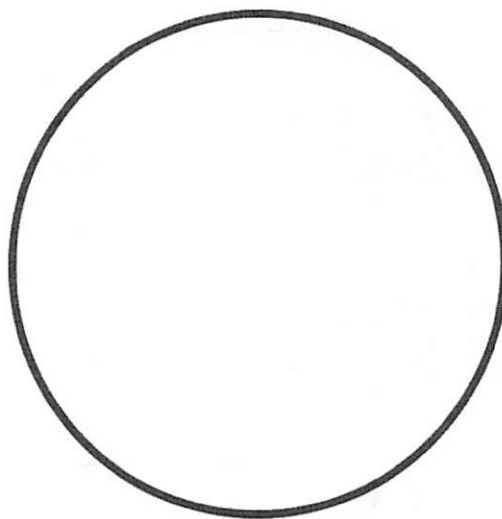
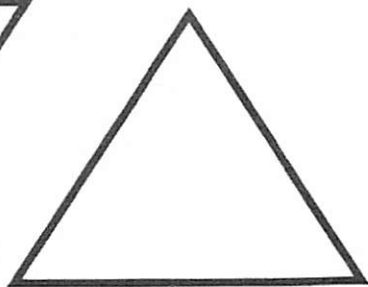
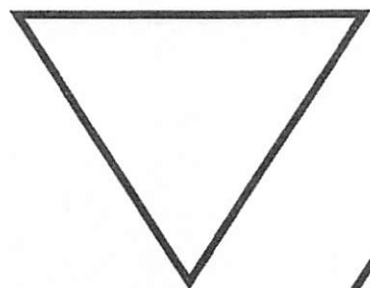
triangle

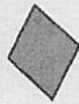
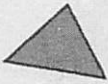
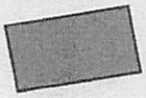




**Directions**

Have your child find and color all of the triangles.





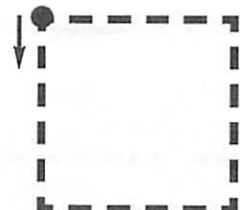
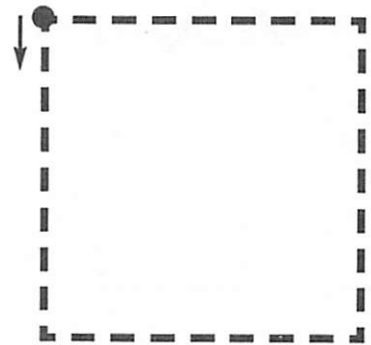
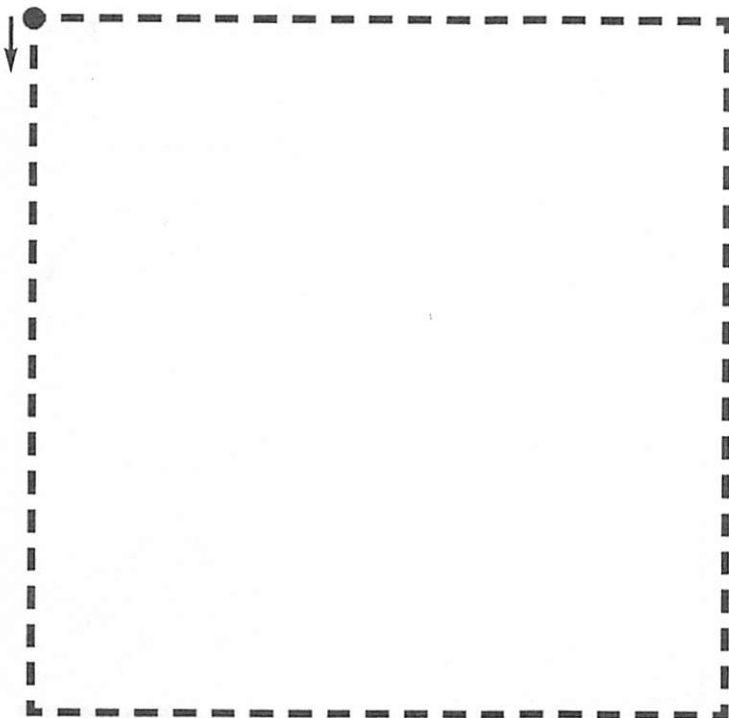
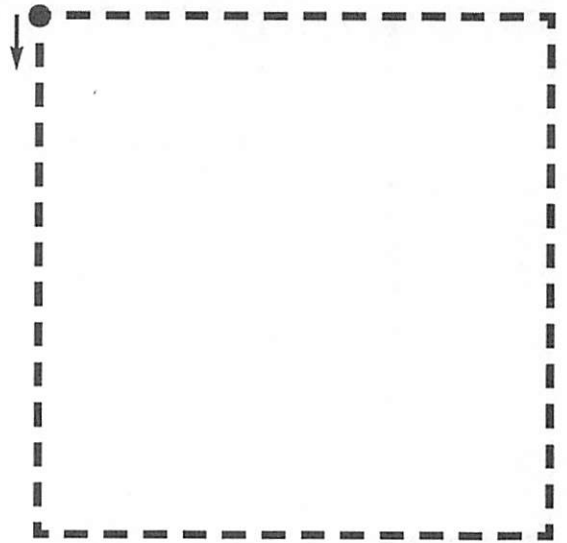
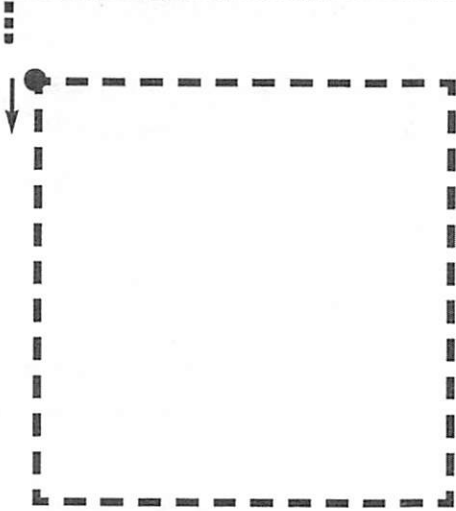
Directions

Have your child write the name of the shape. Then, have your child trace the dotted lines to complete the squares and color them.

square

square

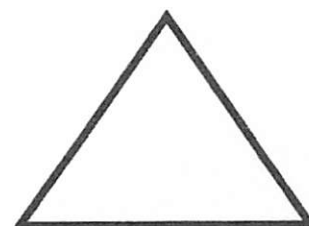
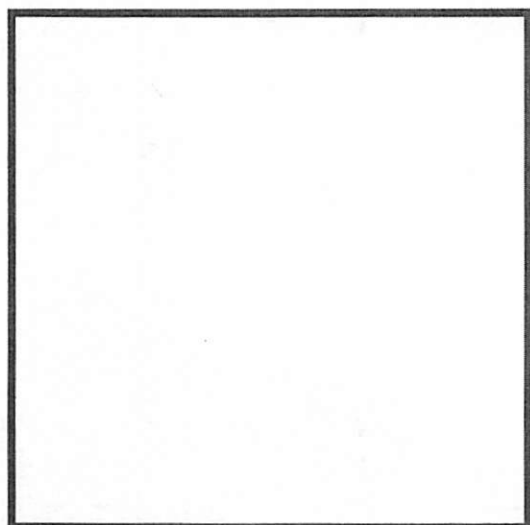
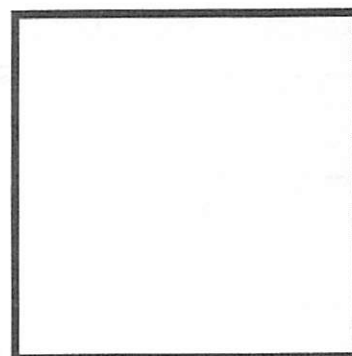
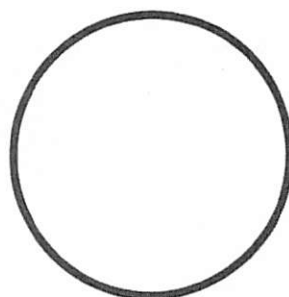
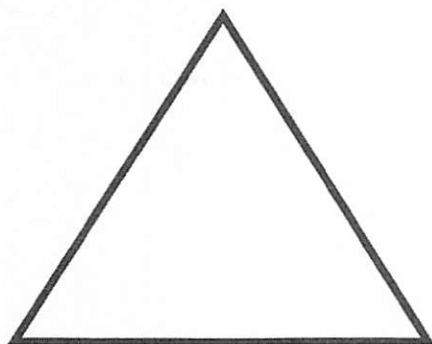
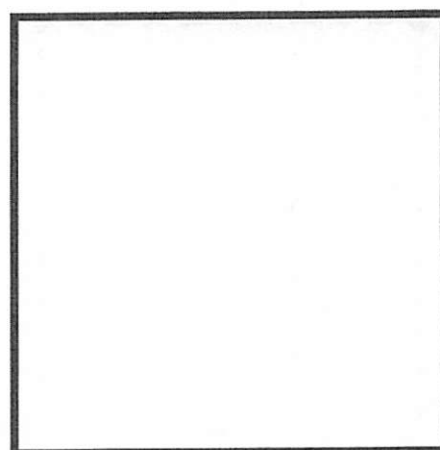
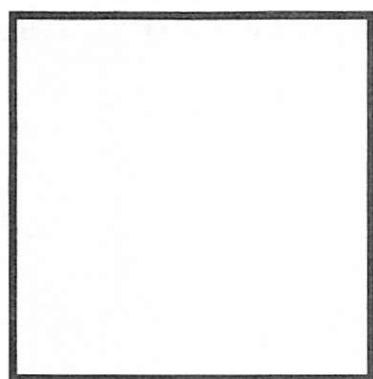
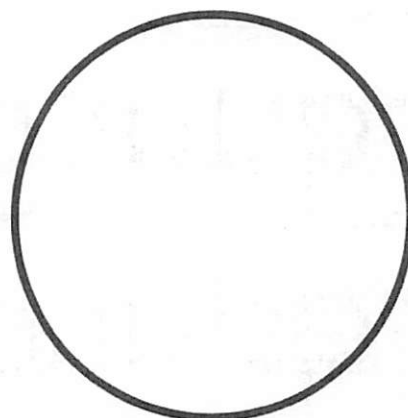
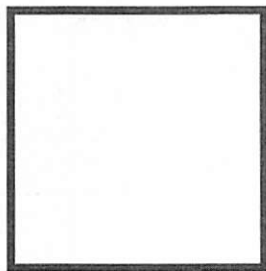
square

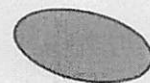
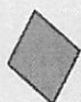




**Directions**

Have your child find and color all of the squares.



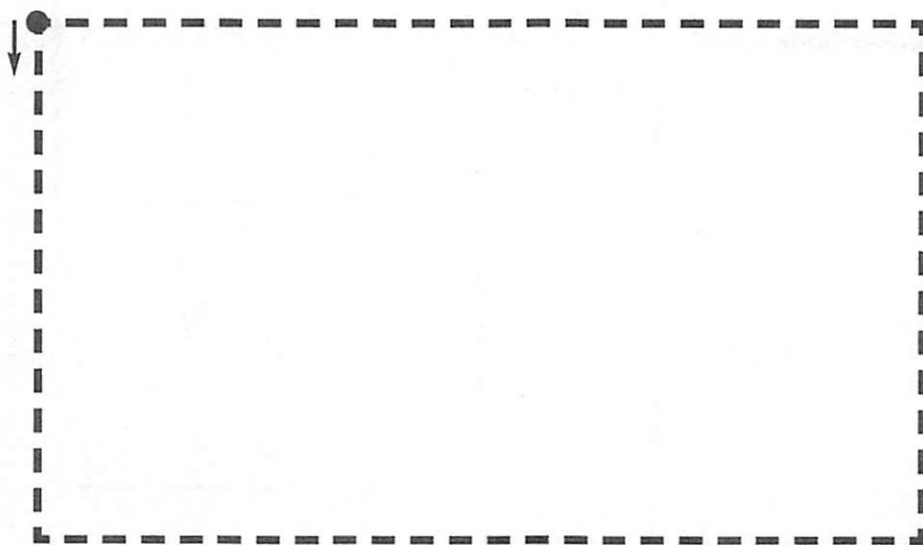
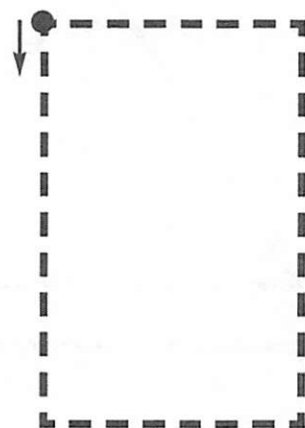
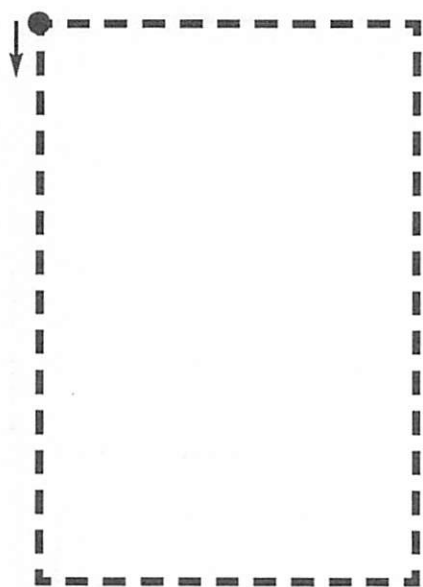


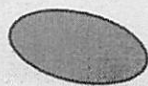
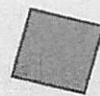
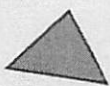
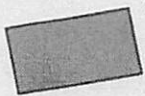
Directions

Have your child write the name of the shape. Then, have your child trace the dotted lines to complete the rectangles and color them.

rectangle rectangle

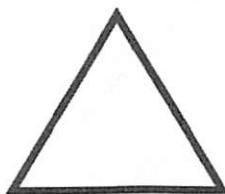
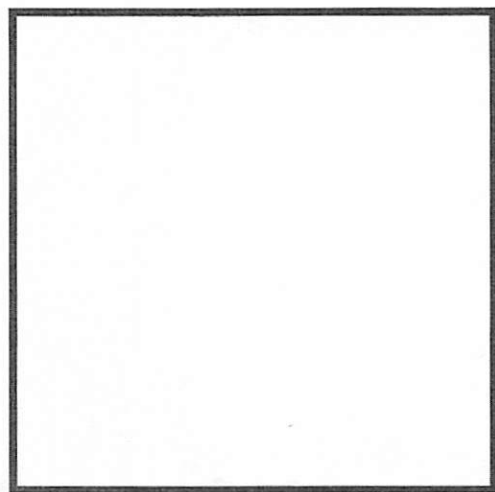
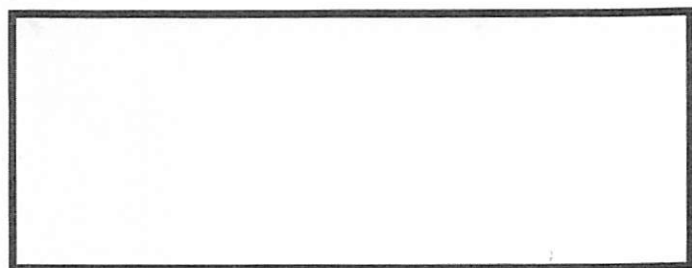
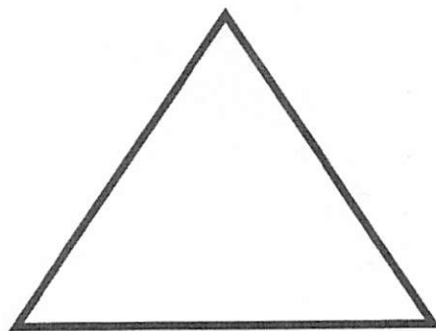
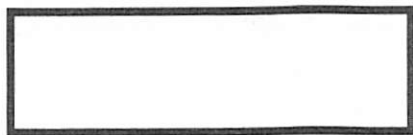
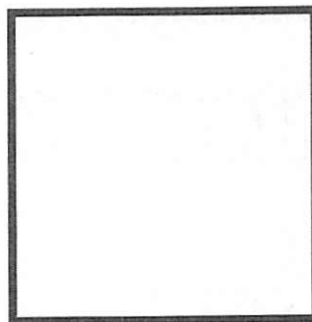
rectangle





**Directions**

Have your child find and color all of the rectangles.

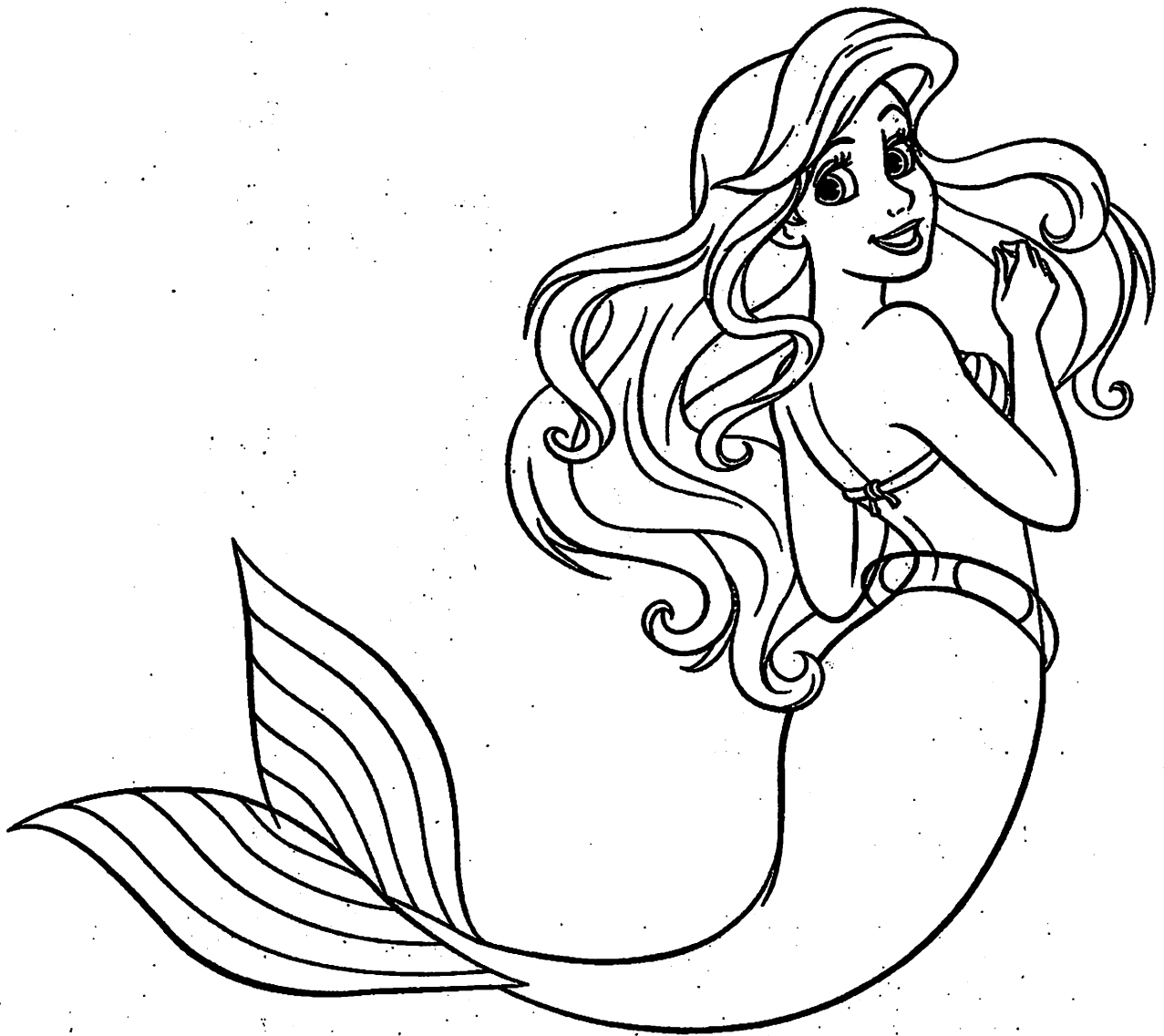




What will Jasmine wish for?



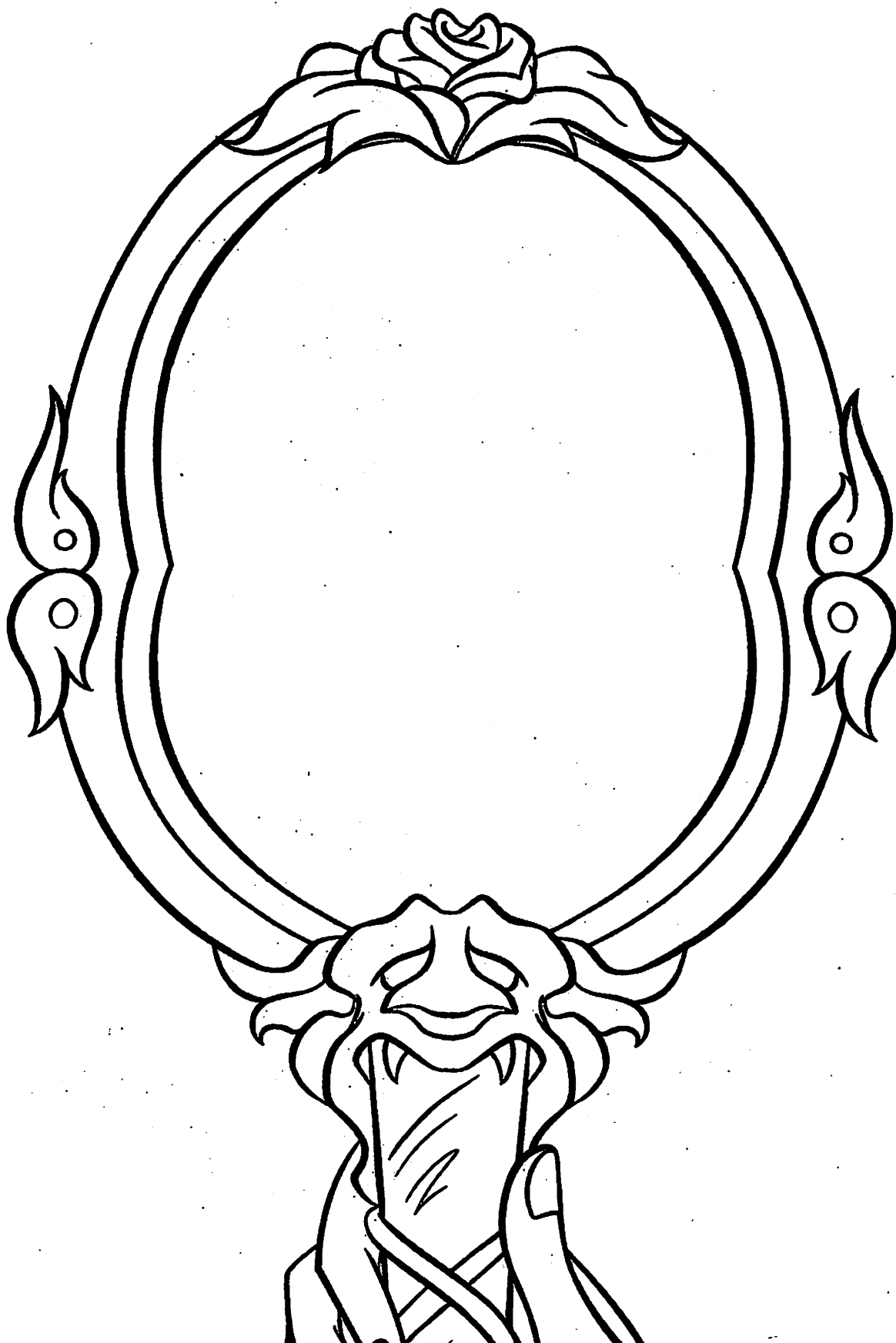
Ariel loves being under the sea.



Rapunzel's hair is incredibly long!



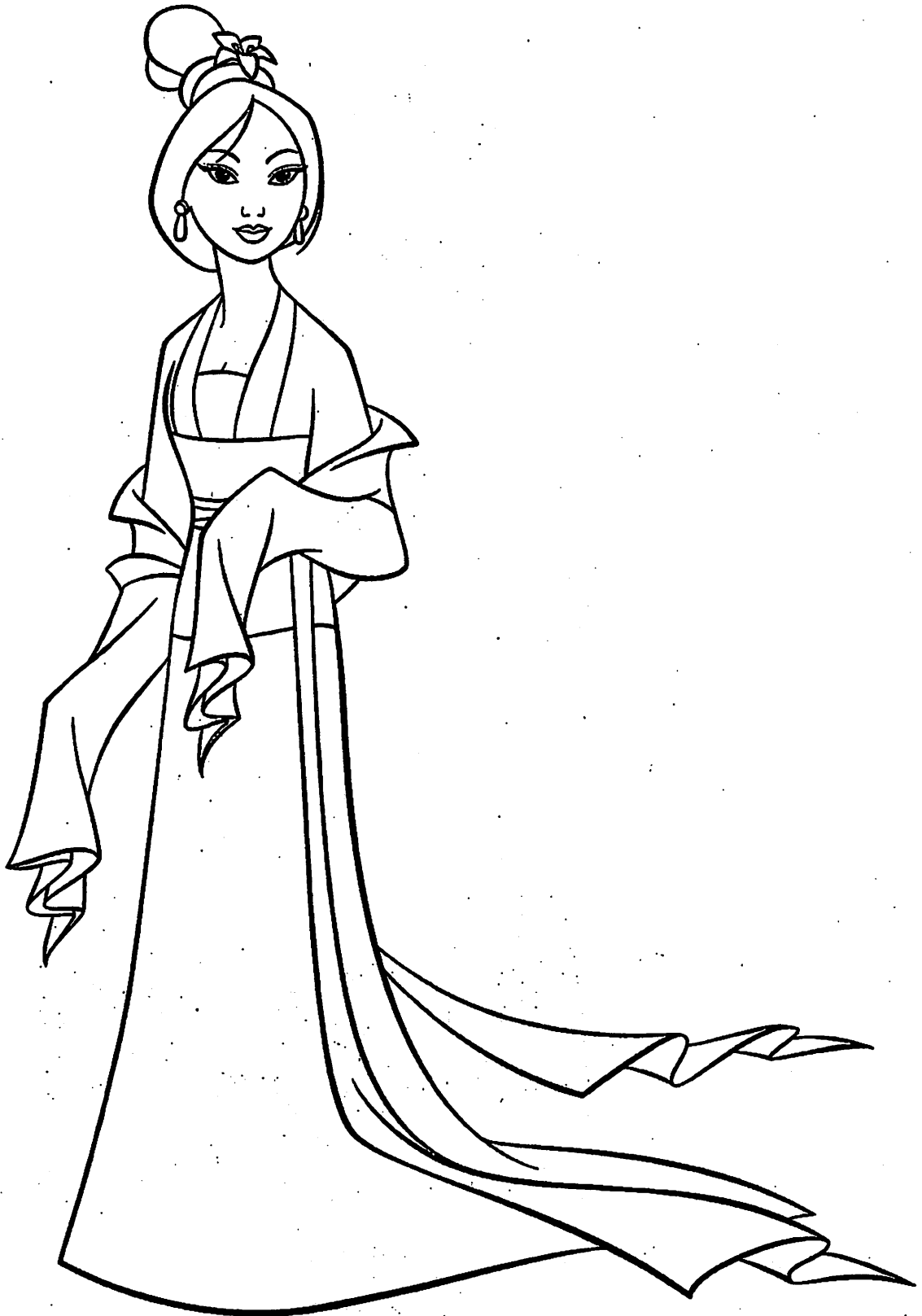
Draw a picture of yourself as a princess in this enchanted mirror!



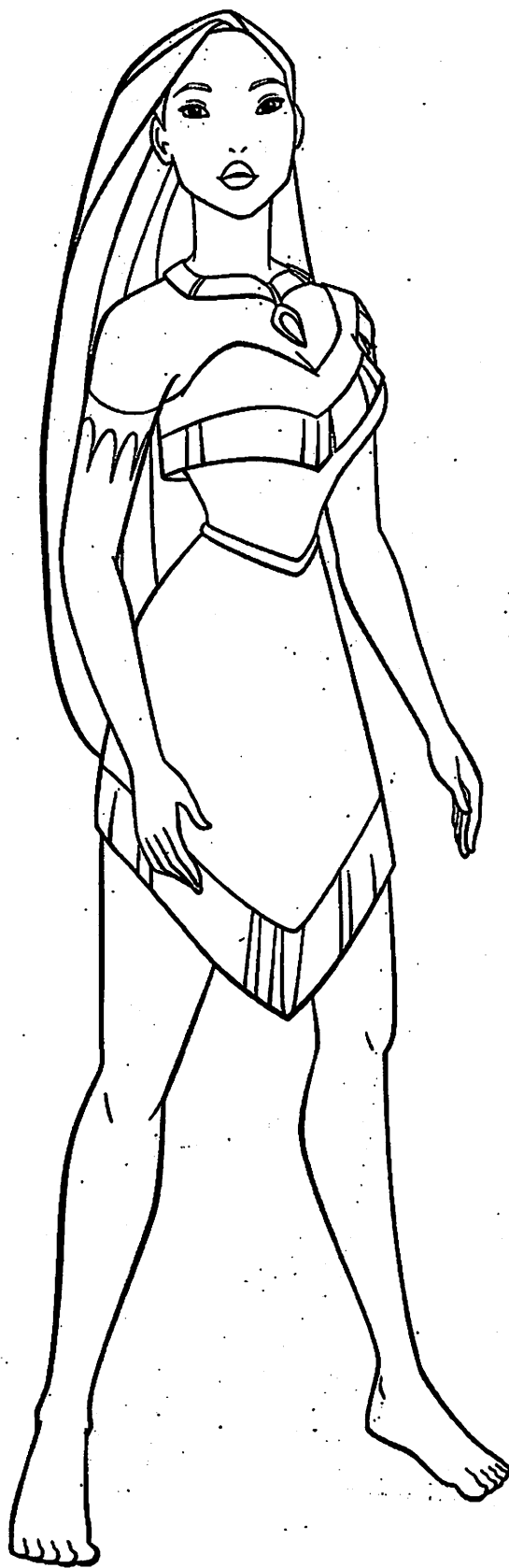
Aurora is off to gather berries.



Mulan looks so stunning in her dress!



Pocahontas loves wandering barefoot through the forest.



Snow White is pleased to meet you!

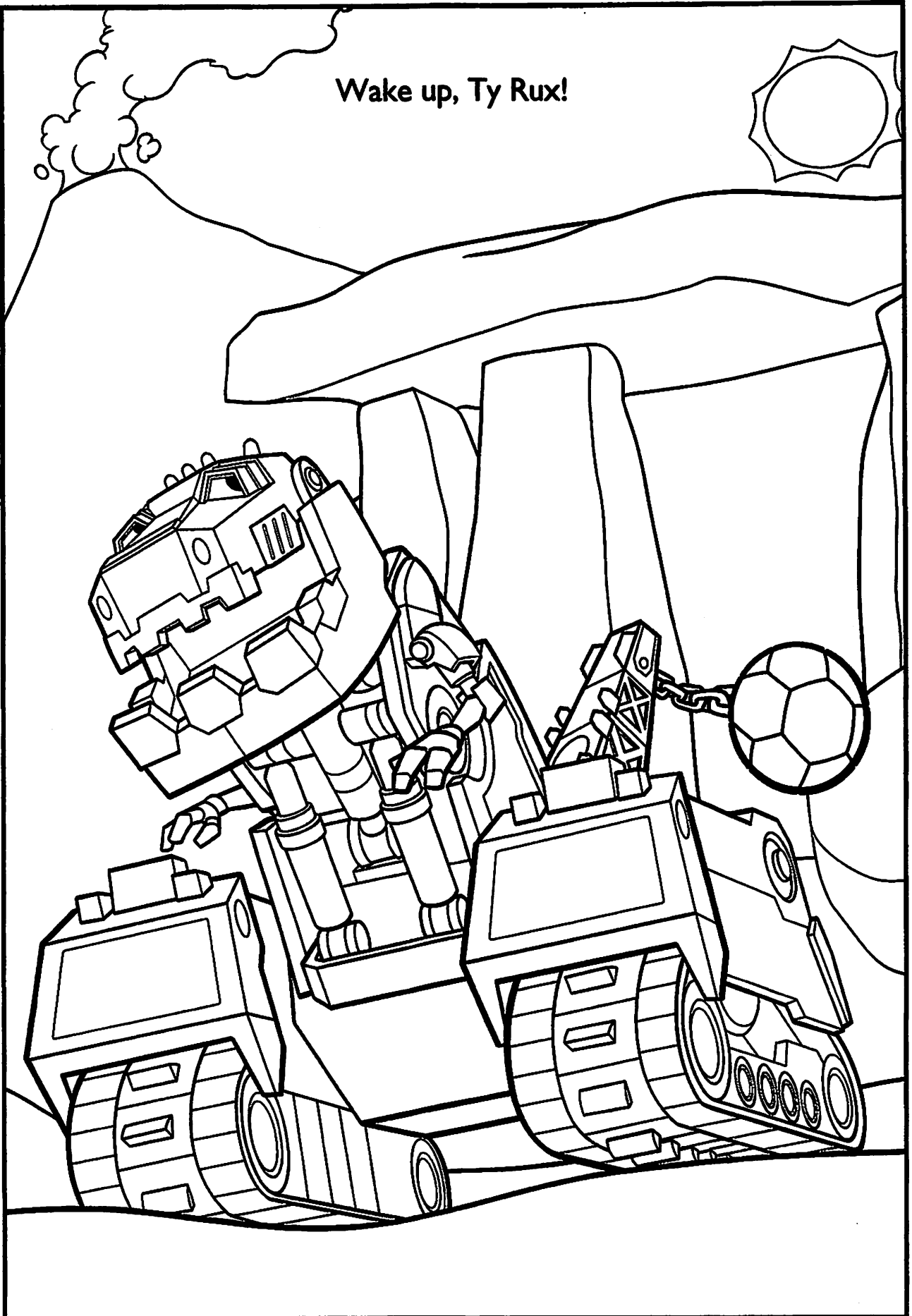




Tiana is having a wonderful time.

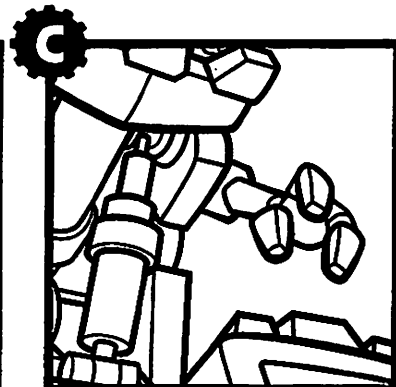
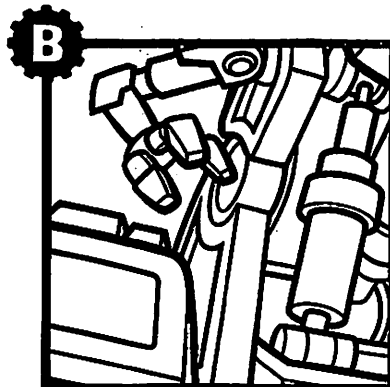
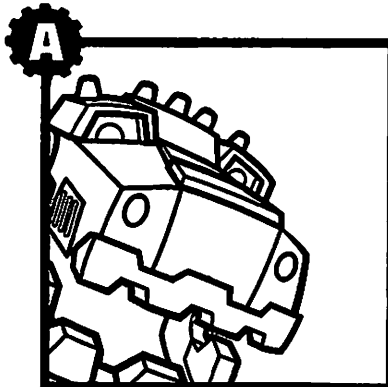
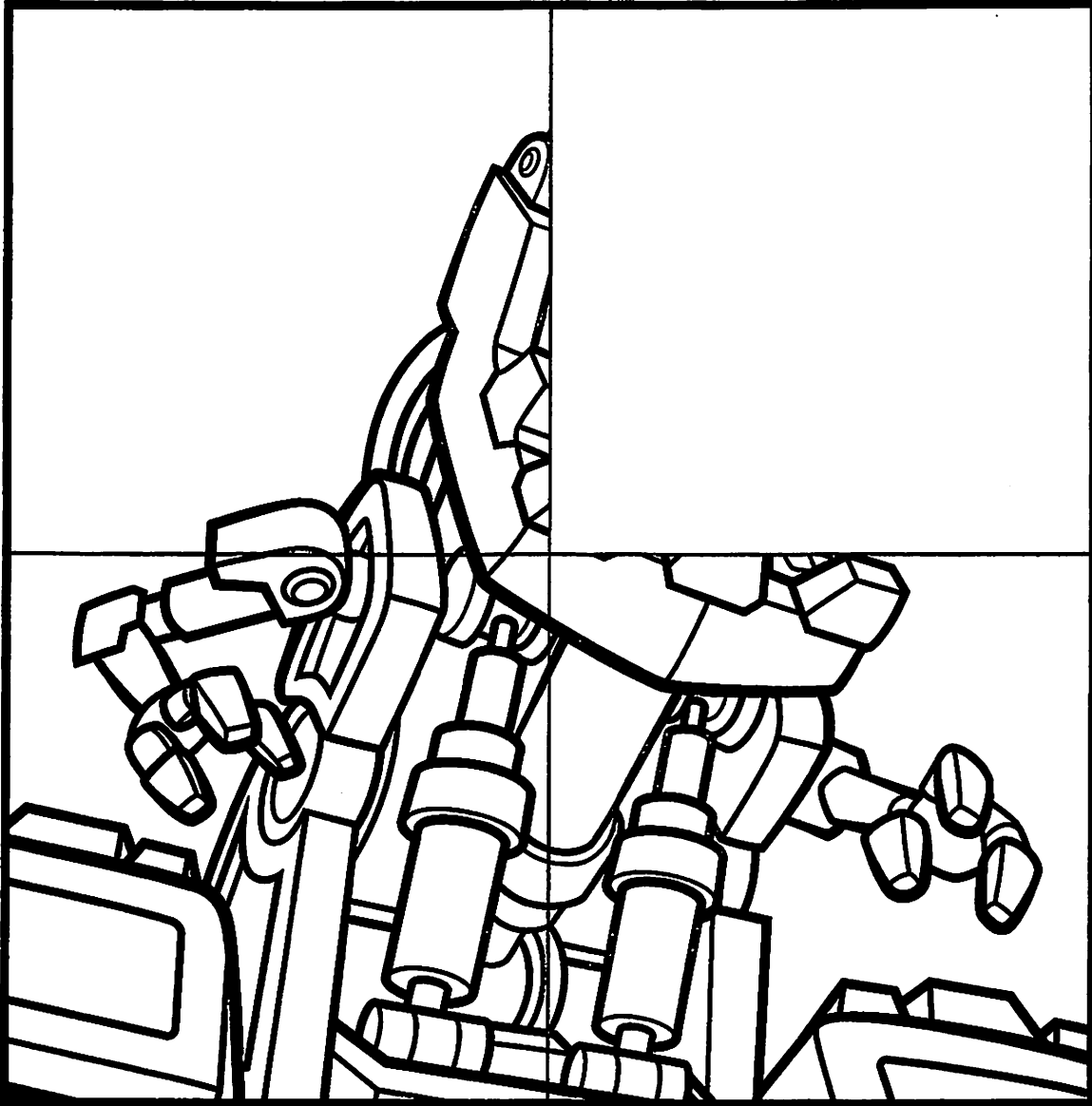


Wake up, Ty Rux!



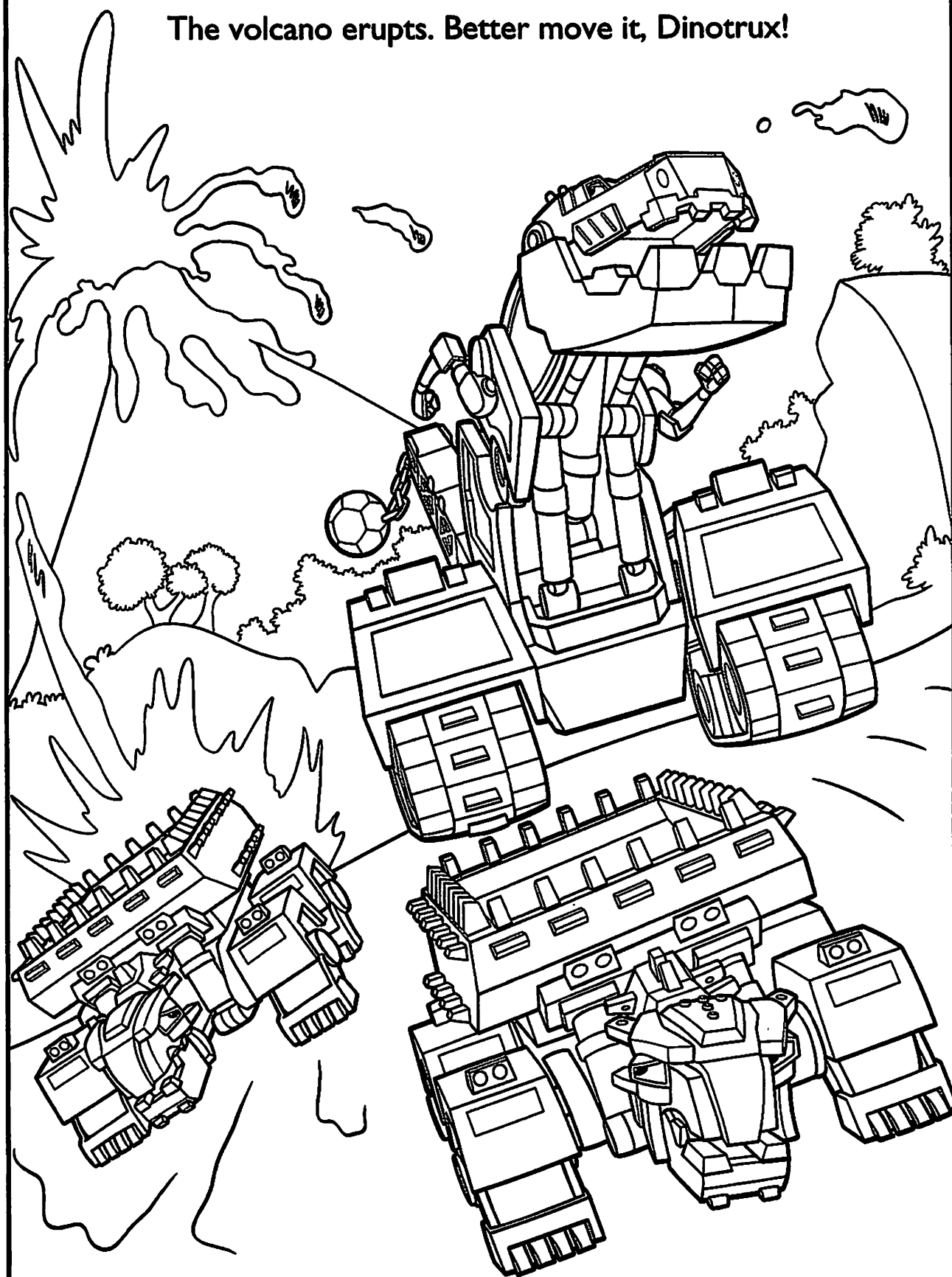
# MISSING PIECE

Find the missing piece of the image  
and finish the picture!

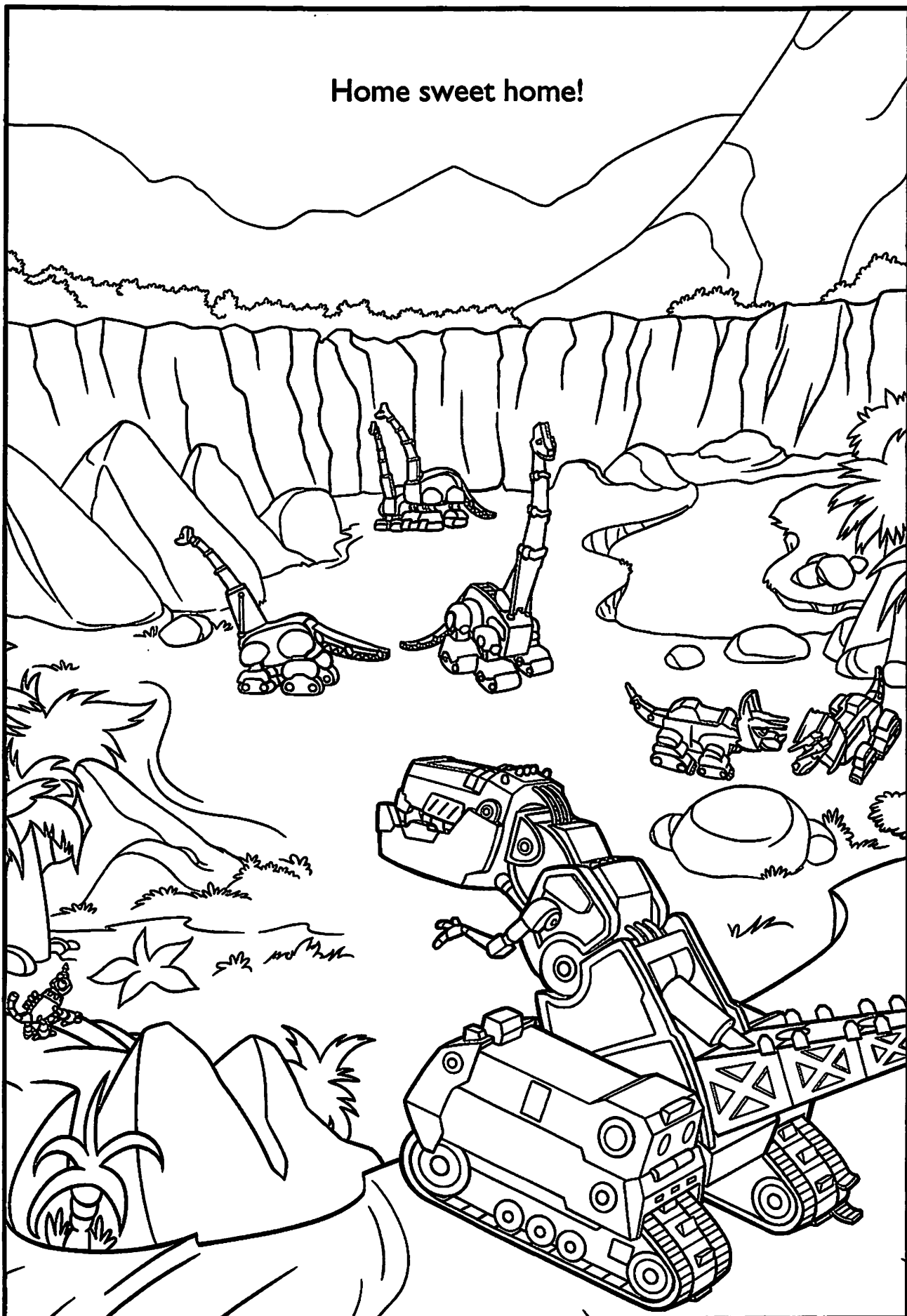


Answer: A

The volcano erupts. Better move it, Dinotrux!

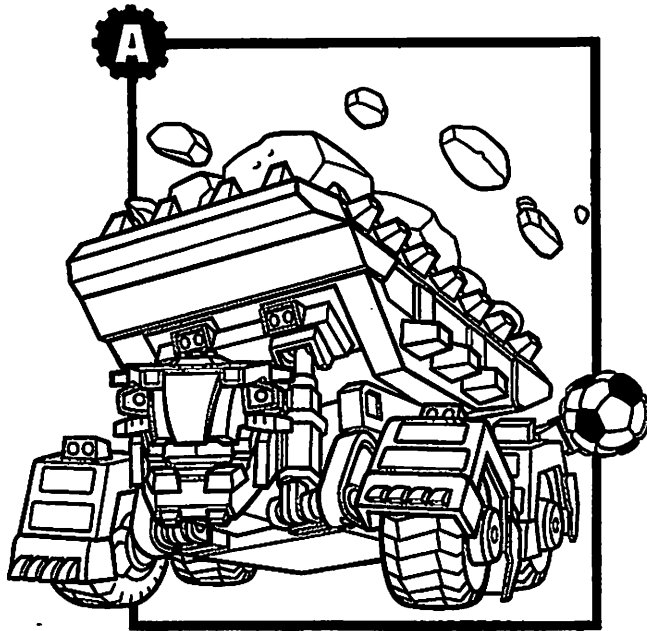


Home sweet home!

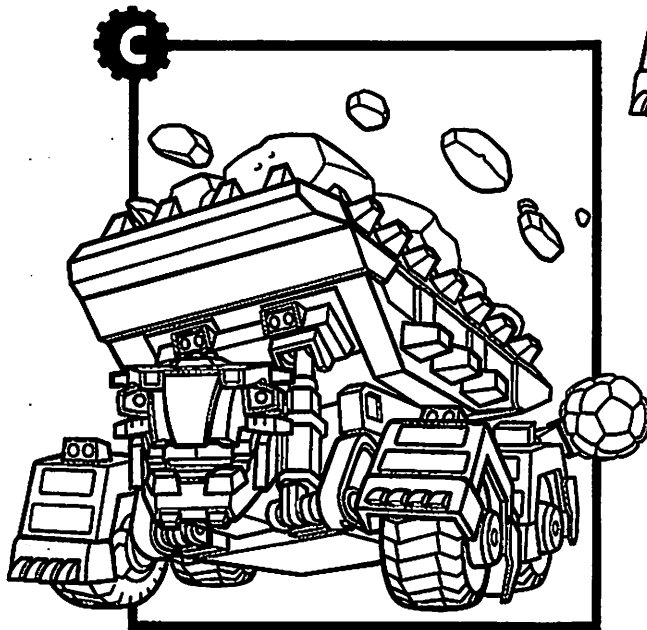
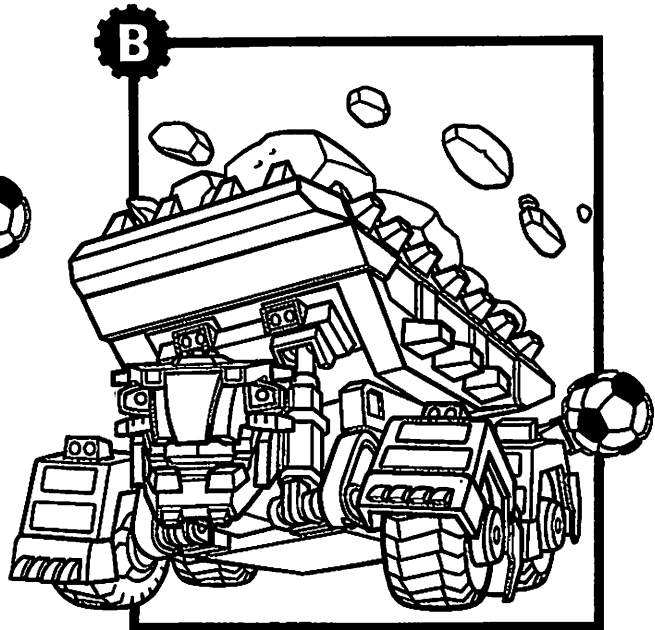


# IMPOSTOR

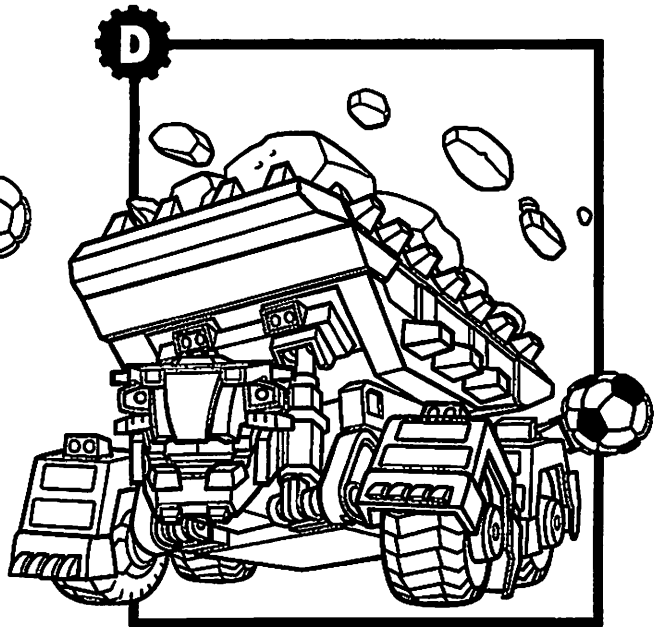
Three of these Dinotrux are impostors!  
Find the one that is different, he is the real Ton-Ton.



**Dude, that  
rocks!**

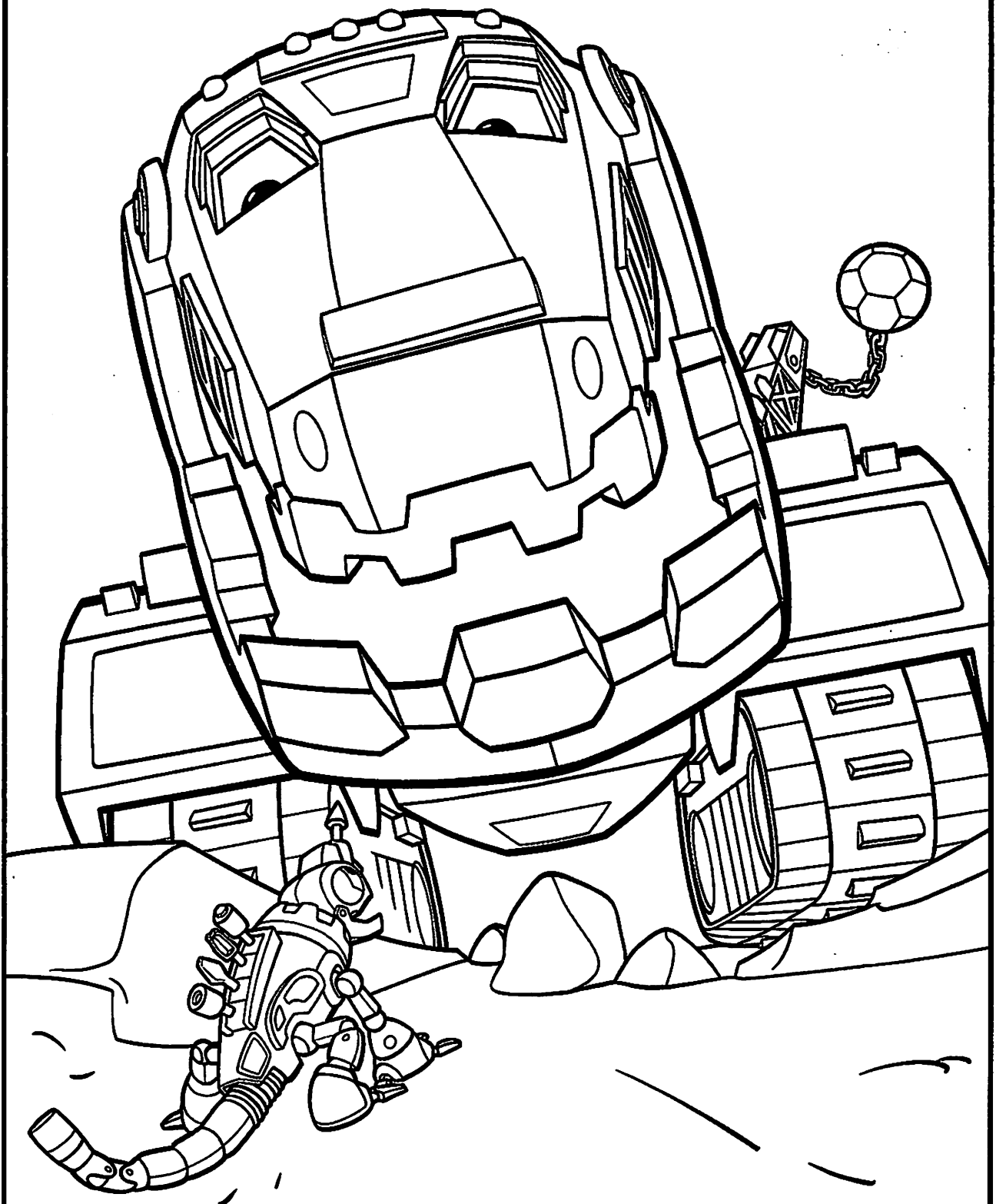


**I am always ready  
for action!**



Answer: C

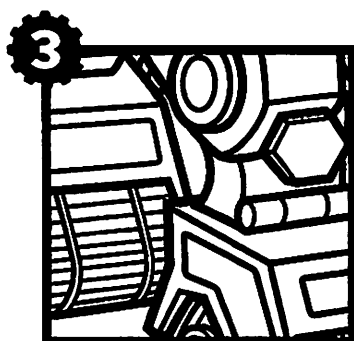
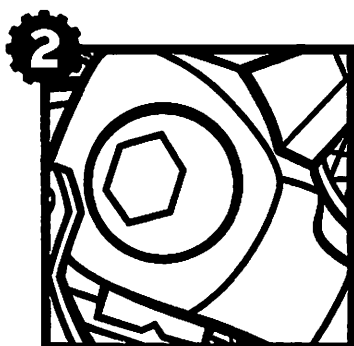
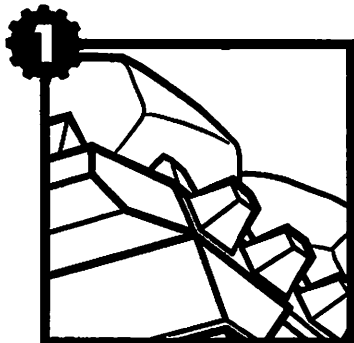
Ty meets Revvit the Rotilian Reptool and offers him a meal!



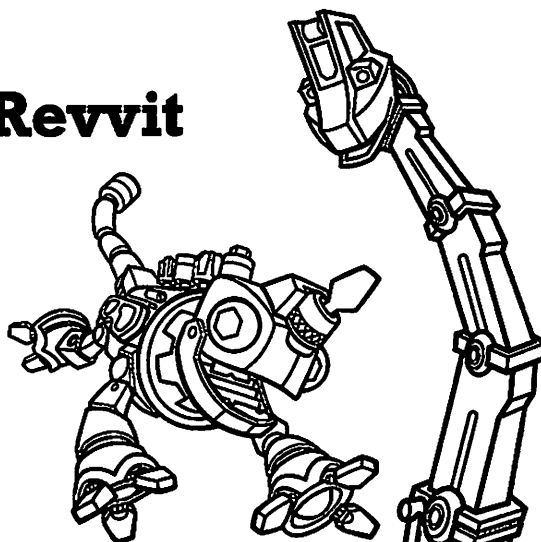
# WHO'S WHO?

Draw a line from the clue to the correct Dinotrux!

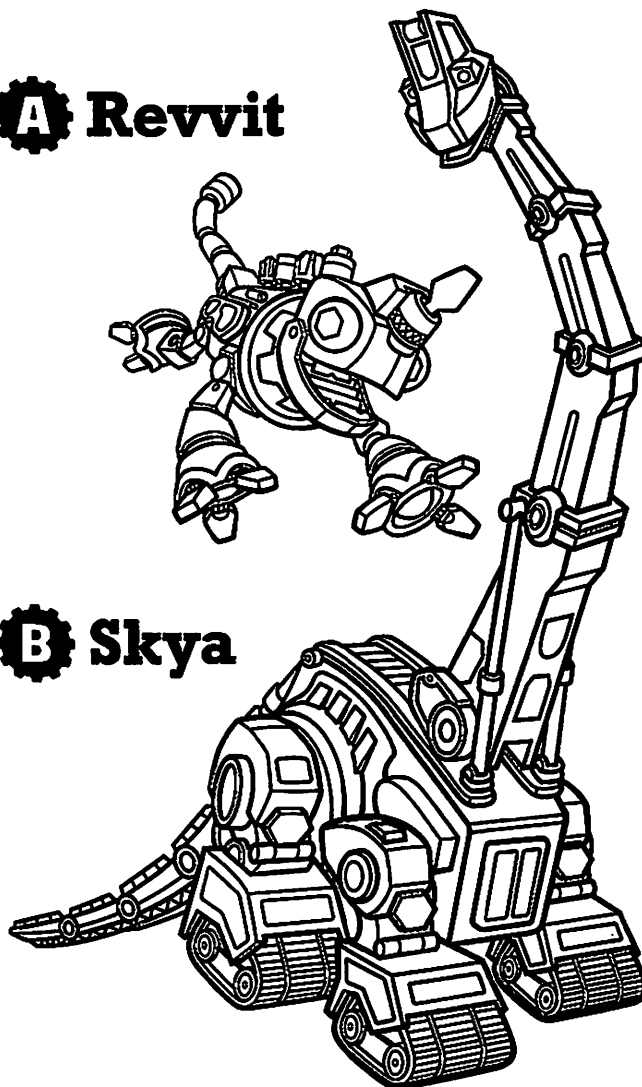
## CLUES



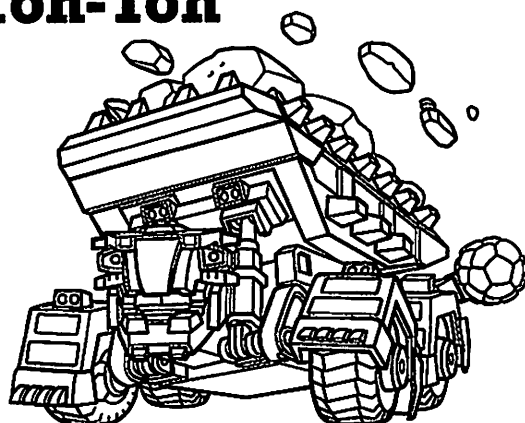
**A Revvit**



**B Skya**



**C Ton-Ton**

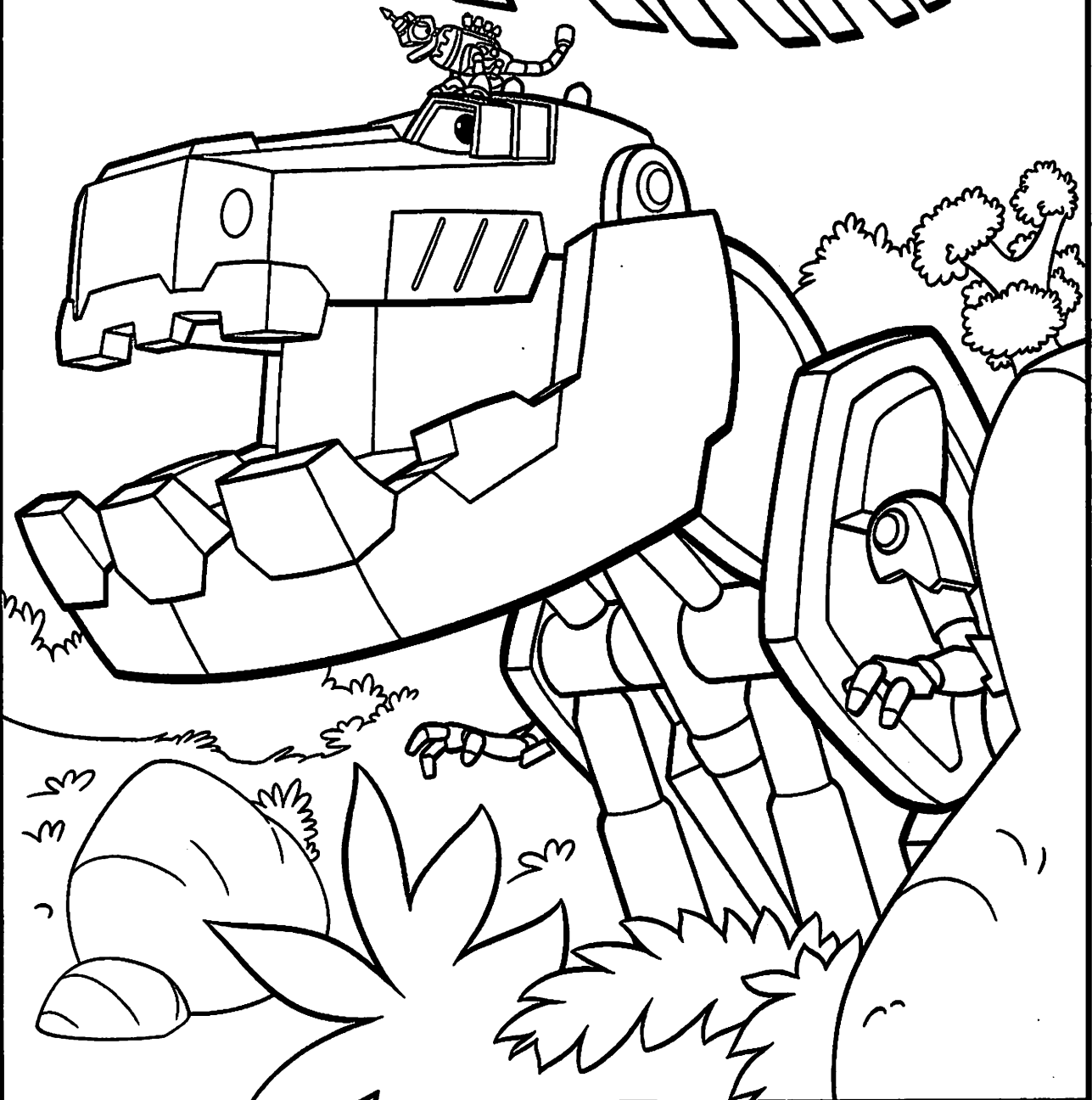


Answer: 1C, 2A, 3B



"Who's that?"

# ROARRRR!!!



Ty tries to make another new friend...

