

DR. BEST LEARN TO READ

# LEARNING THE ENGLISH ALPHABET

## Activity Book and Teaching Guide

By Urmila Devi-Dasi • Illustrated by Madhava Priya Dasi

This program is designed to be used with the 2007 edition of *Letters and Sounds*, available for free download from [www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk) or [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications); email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com); phone: +44 (0)845-60-222-60

© 2010 Padma Inc., Hillsborough, NC, USA. All rights reserved. This book may be copied and distributed within a single family or classroom only. Any other reproduction or distribution of this book requires specific permission.

1 2 3 4 5 6 7 8 9 10 Printed in the United Kingdom

### Goal of this book

The goal of this book is for children to have instant recognition of all the names of all the letters in the English alphabet, both upper case (capital letters) and lower case (small letters). This book is not designed to teach the sounds of the letters, but only their names. Children should know two things by the end of this book: 1) the order of the letters and 2) the names of each of the letters out of order.

### How to tell if a child has achieved the goal of this book

Children should demonstrate knowledge of the order of the letters by singing an alphabet song, and by being able to arrange magnetic letters, or letters drawn on cards, in the proper order. Children should demonstrate knowledge of the letter names out of order by correctly identifying the names of both capital and small letters when shown on cards in any order. They should also be able to identify letter names when seeing those letters in words in books, on labels, on signs, and other places in their environment.

For some children, this book and the suggested activities will be insufficient to achieve these

goals. You can go through this book more than once. You can also repeatedly go through your environment and ask the children to find instances of various letters. Repeat, repeat, and repeat! Make it into a fun game to find each of the English letters. There are also many commercial alphabet programs, and for children who continue to struggle we suggest that you use these repeatedly until the children have mastered these two knowledge areas.

### When to Use this Book

If you are using Guided Reading or Inductive Whole-word Phonics, we suggest that children master the two knowledge areas of this book before starting a formal reading program. If you are using Synthetic Phonics, this book can be used anytime of your choosing before beginning Phase Four. Most teachers who use Synthetic Phonics like to teach letter names and alphabet order after children have mastered the basic letter sounds, which would be at about the end of Phase Two.

This book has been designed for children who are at least 4½–5 years old. If younger children use it, they may not be able to do all of the activities without a lot of extra help.

### **Section One: The alphabet in order (beginning level)**

Children should point to the letters while they sing an alphabet song. You might also want to have very large letters, in order, on display in the classroom. You can point to them as the children are singing. Repeat at least three times a day until the children know this by heart. Then review (revise) twice a week for two weeks, then once a week for four months, then once a month for a year.

### **Section Two: Recognizing individual letter names (beginning level)**

Point to the letters while children say the name of the letter. Ask children to find the letters hidden in the picture, saying the name of the letter each time they find one. It is essential that children say the letter name out loud each time.

Extension of recognizing individual letter names: Have the children find letters around them and say the name of the letter once they find it. They can look in books, on labels, and on signs. You can also ask the children to find particular letters (“Who can find a p?”). There can be small prizes for children who find the most instances of that letter. It is essential that children say the letter name out loud each time they find a letter.

### **Section Three: The alphabet in order (intermediate level) and Matching Capital and Small Letters (beginning level)**

Children complete dot-to-dot pictures by joining the lines in the order of the letters. It is essential that children say the letter names out loud as they do this.

### **Section Four: Matching Capital and Small Letters (intermediate level)**

Photocopy and cut out the alphabet cards. First use them as “flash cards” where you mix them

up and show them quickly to the children. Any card a child correctly identifies is put in one pile. Incorrectly identified cards are shuffled and shown again. Children can do this in pairs, and small prizes or some sort of acknowledgement (such as stars drawn on a chart) can be given to children to improve their personal score. It is essential that the letters are shown in random order (not alphabetical order)

“Memory” game—The aim of this game is for children to match capital and small letters. Mix up the cards and put them face down on the floor, a table, or some other surface. Each child takes a turn. When it is a child’s turn, he or she turns two cards over face up. If it is a pair of matching capital and small letters, the child says that letter name out loud, and puts those cards next to him or her. That child then can keep taking another turn as long as the cards match and the child can say the letter name. As soon as the cards don’t match or the child cannot say the letter name for matching cards, it is the turn of the next child and the two non-matching cards are turned face-down again. The game is played until there are no more cards—until all the cards are in individual piles next to a child. Whoever has the most cards wins.

Note: You can paste the page on heavier stock paper or cardboard before cutting out the letter cards. You can also enlarge the page first before cutting out the cards.

### **Extension: Advanced Use of Section Two**

You can use Section Two to have children find objects in the picture which begin with the letter sounds. There are objects in each picture that begin with several different sounds of each letter, so this activity is most suitable for children to do after they have completed Phase Five of the reading program. Some children may be ready for this sooner.

Aa Bb Cc Dd

Ee Ff Gg

Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Qq Rr Ss

Tt Uu Vv

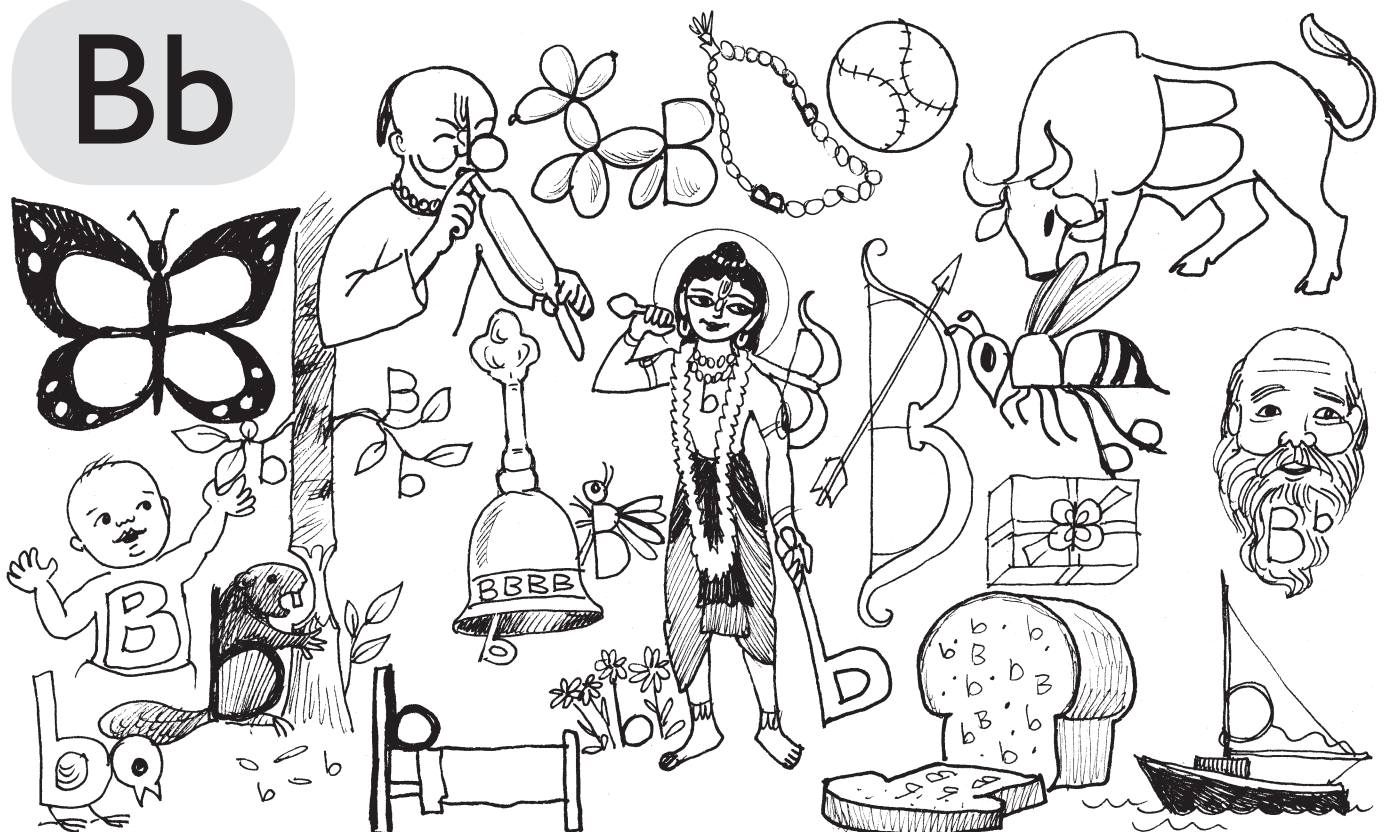
Ww Xx Yy Zz

## Section Two: Find the hidden letters

Aa



Bb





[illegible][illegible]

Ee



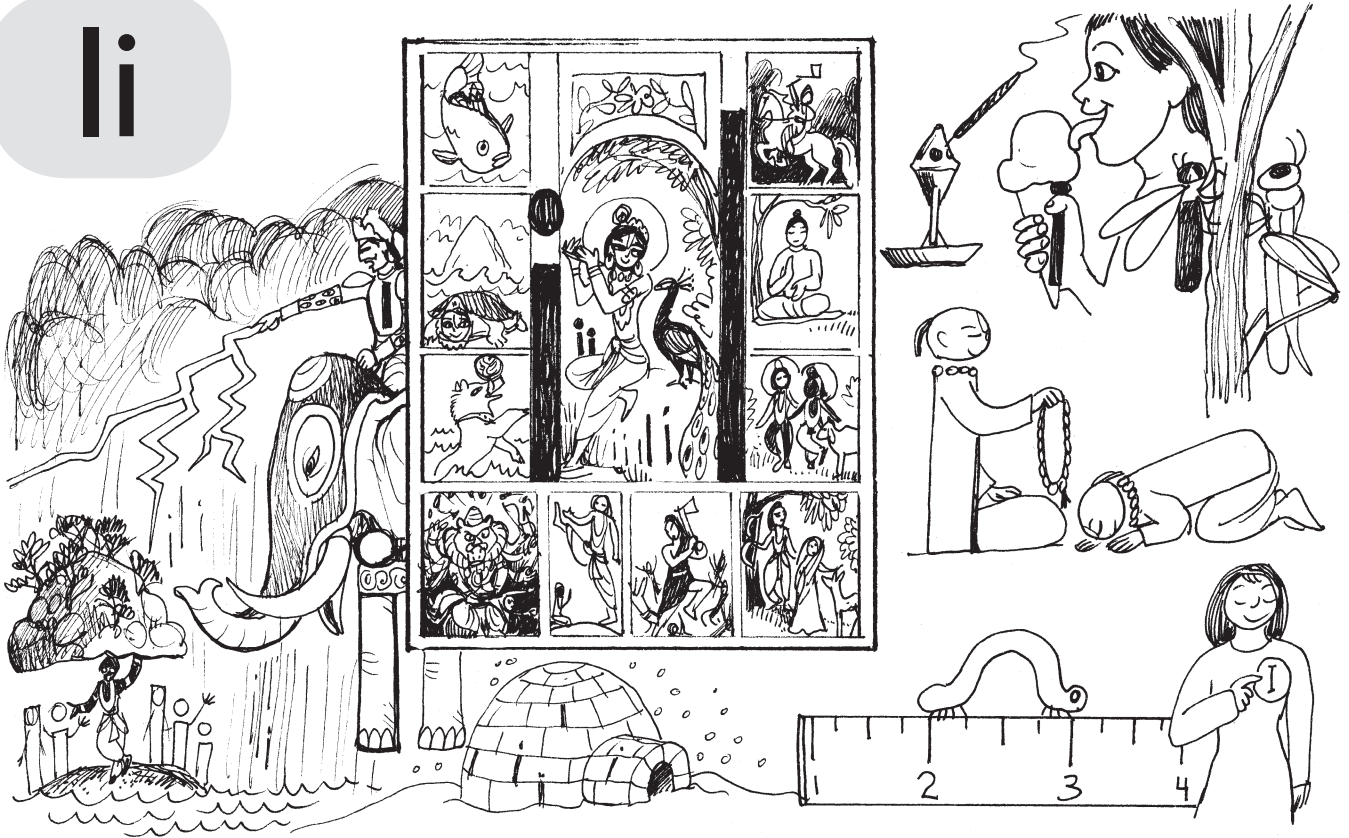
**Ff**





A black and white line drawing collage for the letter 'Hh'. The central focus is the letters 'Hh' in a bold, stylized font. Surrounding the letters are various illustrations: a cow on the left, a woman with long hair in the center-left, a man with his hand to his forehead on the right, a child peeking from behind the letter 'h', a tree at the top, a hand with a flower on the bottom left, a bee at the top right, a horse on the right, a king in a crown on the bottom right, a man writing on a scroll on the far right, a heart on the far left, and a small child at the bottom center. The entire scene is set against a background of clouds.

li



Jj





[illegible]



Mm



Nn



Oo



Pp







Ss



Tt





Uu



Vv







Yy



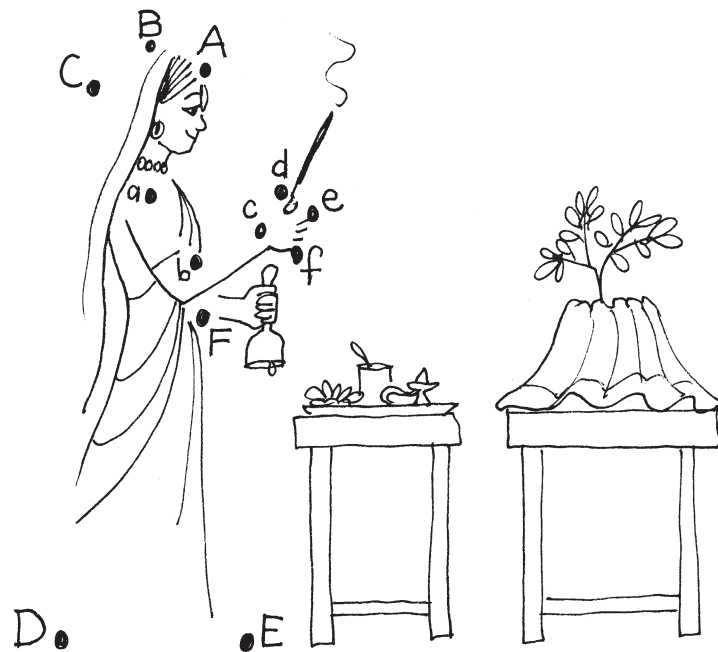
Zz



*Section Three: Match capital and small letters;  
Connect the dots to complete the pictures*

D  
A  
C  
B  
E  
F

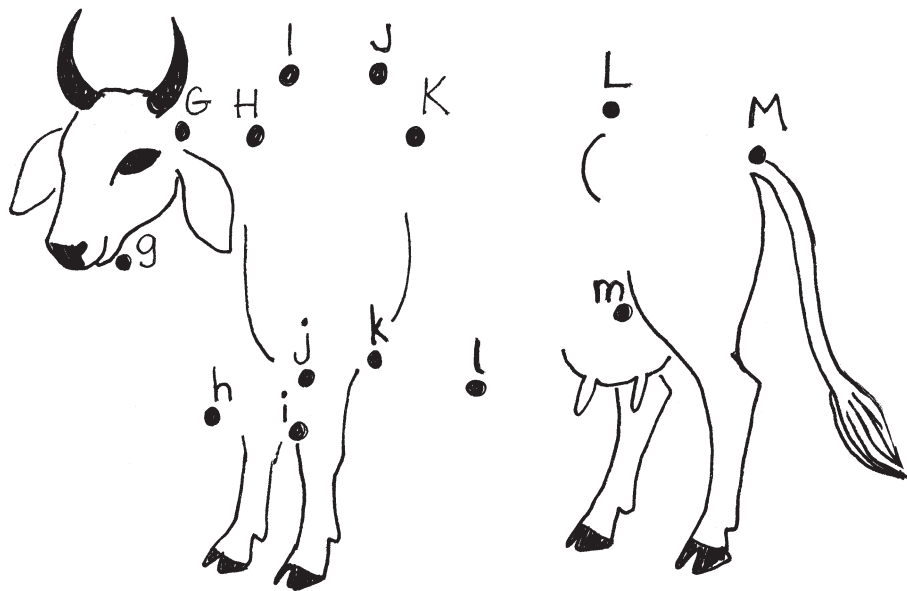
c  
f  
d  
a  
e  
b



**NOTES FOR PARENTS AND TEACHERS:** The children should draw lines to match capital letter to lower case letter. Then they should connect the dots to create a picture by going in alphabetical order, with capital letters and small letters. They should first go in order with the capital letters, and then go in order again with the small letters.

H  
K  
J  
M  
G  
I  
L

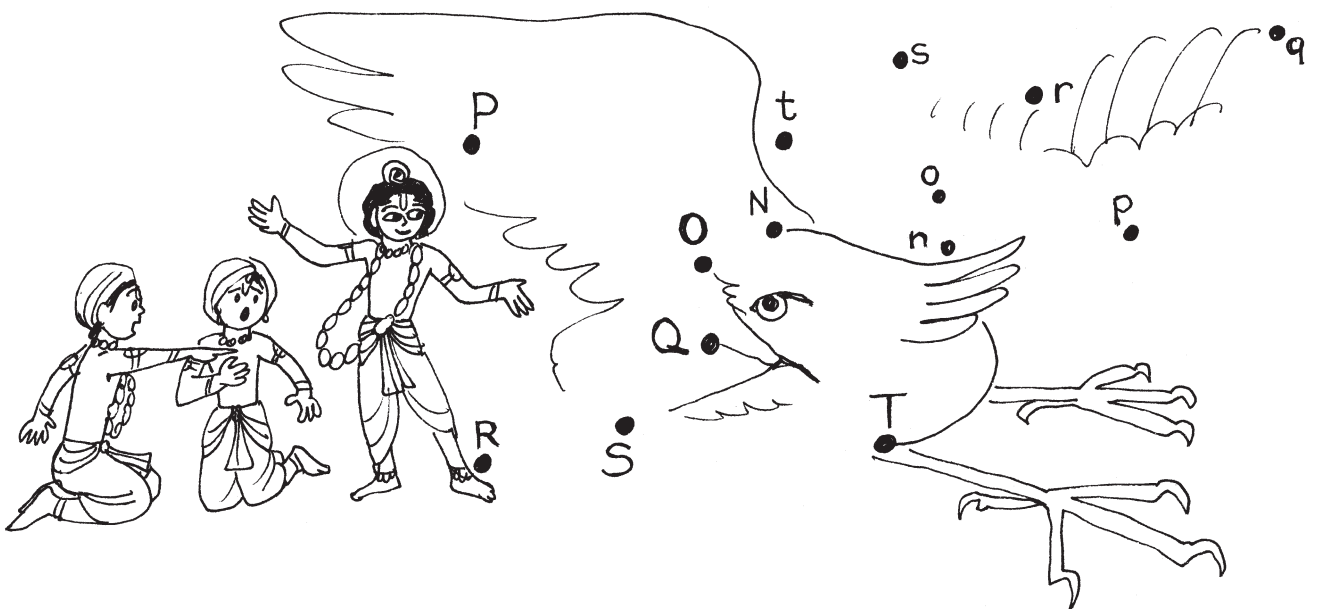
l  
m  
g  
h  
j  
k  
i



**NOTES FOR PARENTS AND TEACHERS:** The children should draw lines to match capital letter to lower case letter. Then they should connect the dots to create a picture by going in alphabetical order, with capital letters and small letters. They should first go in order with the capital letters, and then go in order again with the small letters.

T  
O  
R  
P  
S  
N  
Q

q  
s  
p  
t  
o  
r  
n



**NOTES FOR PARENTS AND TEACHERS:** The children should draw lines to match capital letter to lower case letter. Then they should connect the dots to create a picture by going in alphabetical order, with capital letters and small letters. They should first go in order with the capital letters, and then go in order again with the small letters.



**Y**

U

V

**Z**

X

W

V

y

**X**

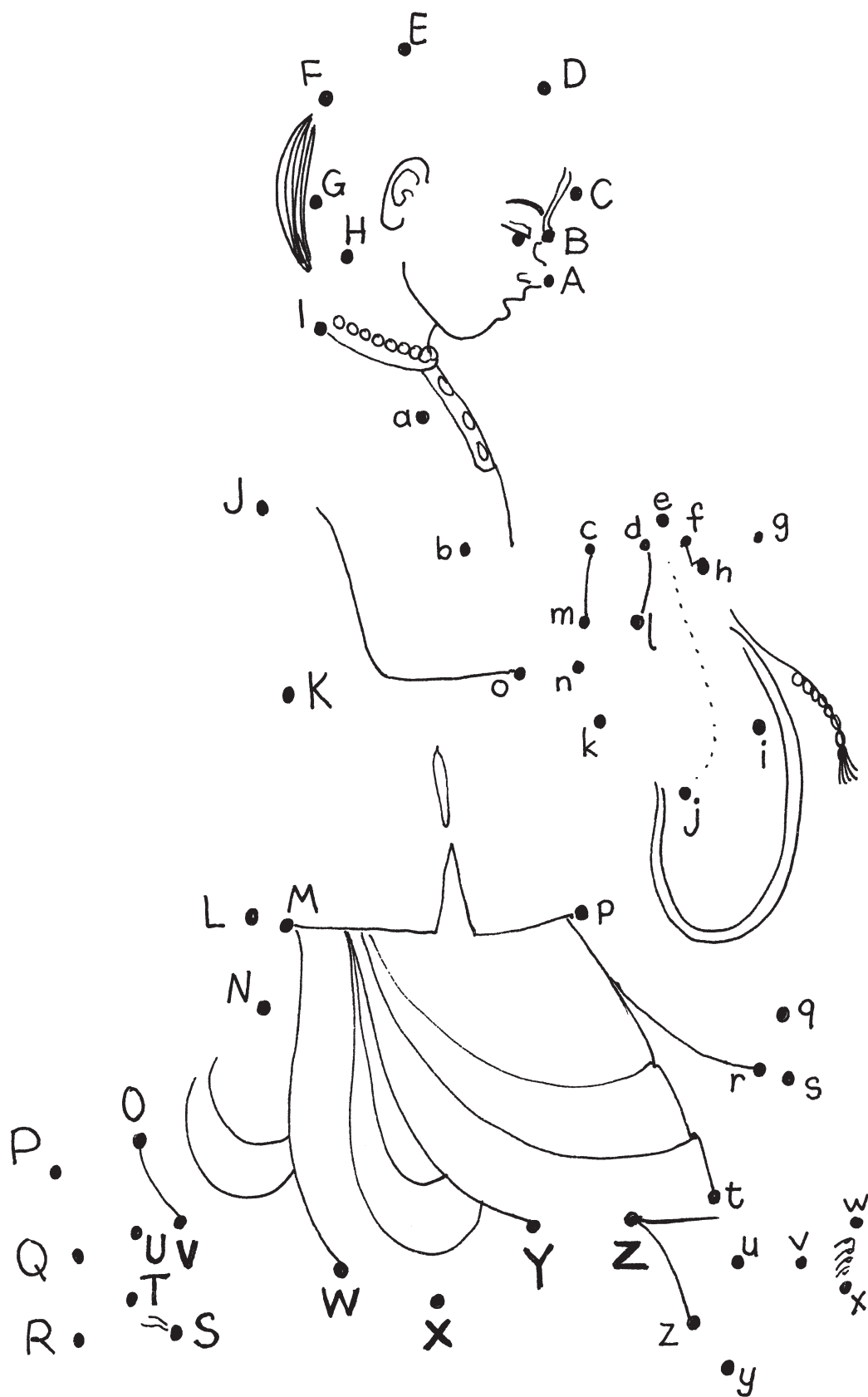
W

4

Z



**NOTES FOR PARENTS AND TEACHERS:** The children should draw lines to match capital letter to lower case letter. Then they should connect the dots to create a picture by going in alphabetical order, with capital letters and small letters. They should first go in order with the capital letters, and then go in order again with the small letters.



**NOTES FOR PARENTS AND TEACHERS:** The children should connect the dots to create a picture by going in alphabetical order, with capital letters and small letters. They should first go in order with the capital letters, and then go in order again with the small letters.



**NOTES FOR PARENTS AND TEACHERS:** The children should connect the dots to create a picture by going in alphabetical order, with capital letters and small letters. They should first go in order with the capital letters, and then go in order again with the small letters.

*Section Four: Alphabet cards*

a

a

b

b

c

c

d

d

e

e

f

f

g

g

h

h

i

i

j

j

k

k

l

l

m

m

n

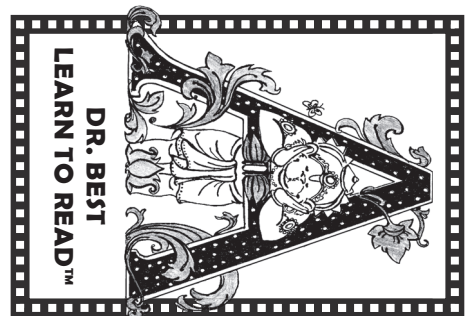
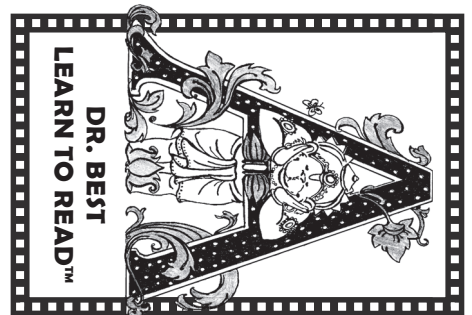
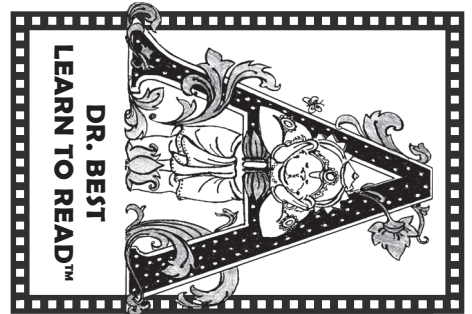
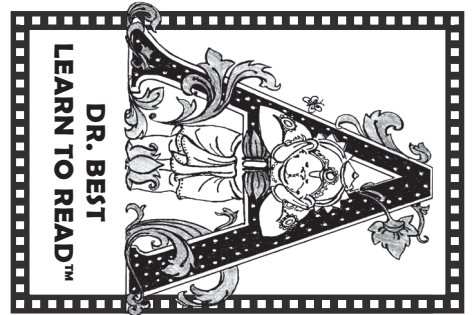
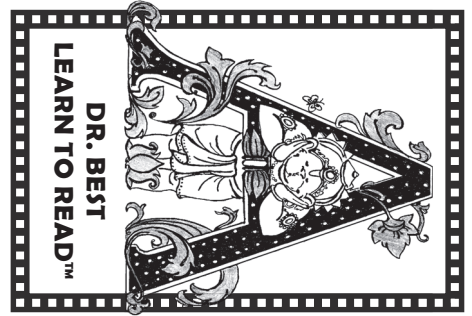
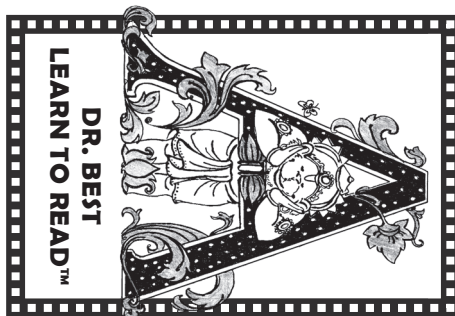
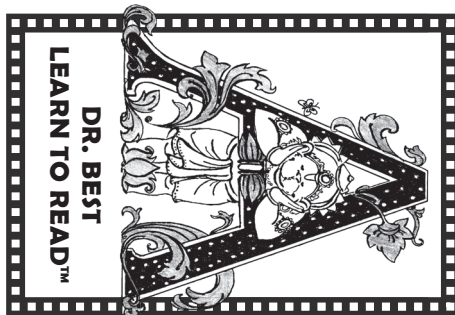
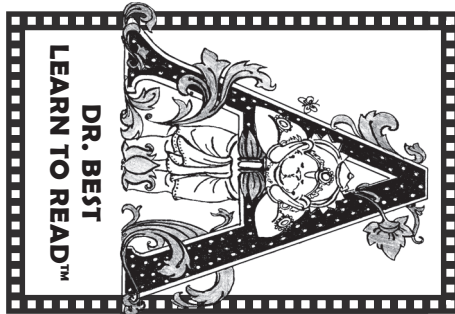
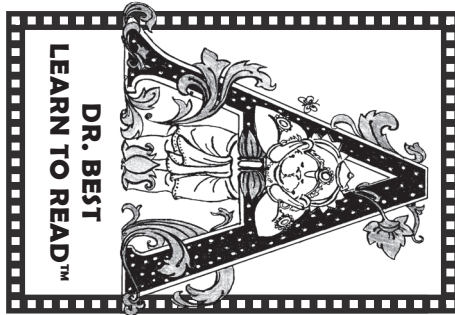
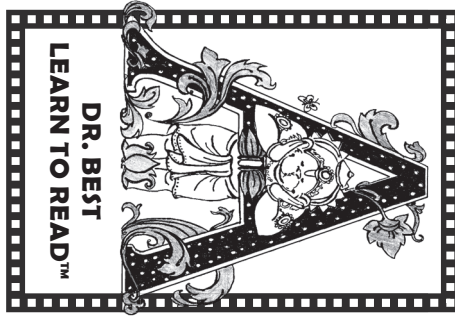
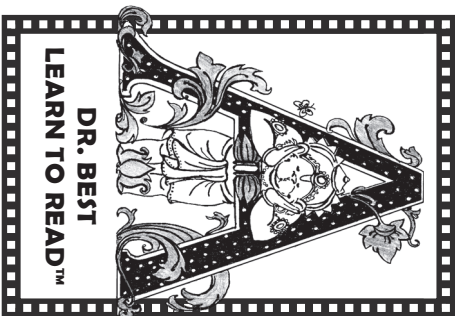
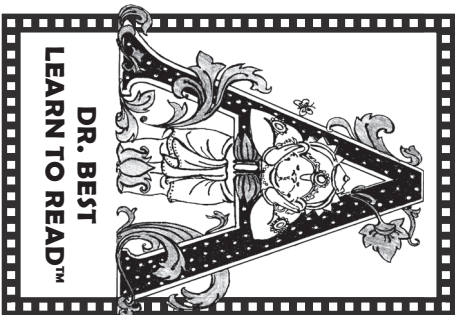
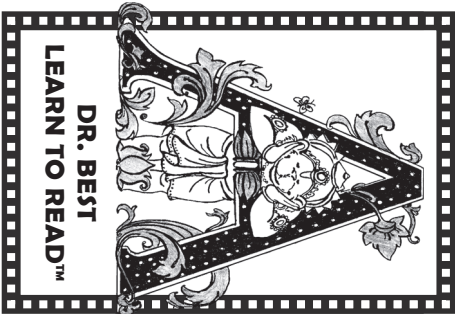
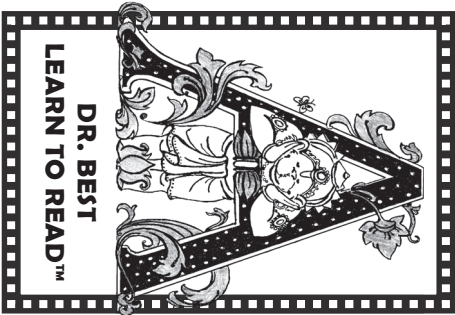
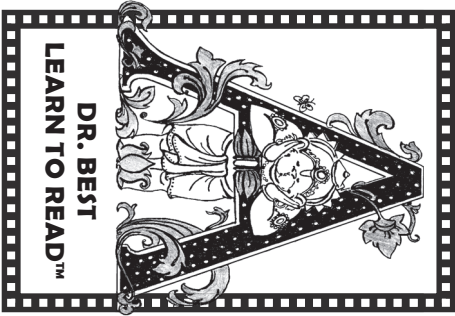
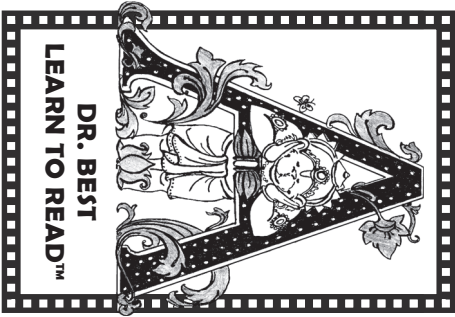
n

o

o

p

p





q

q

r

r

s

s

t

t

u

u

v

v

w

w

x

x

y

y

z

z

a

a

b

b

c

c

d

d

e

e

f

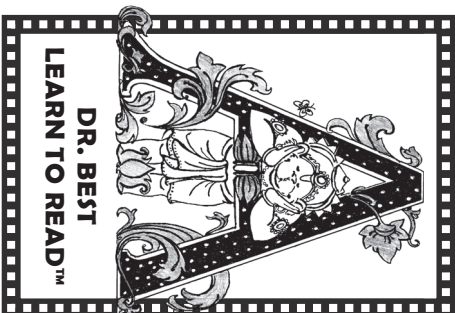
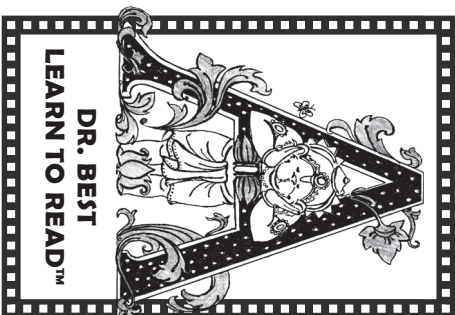
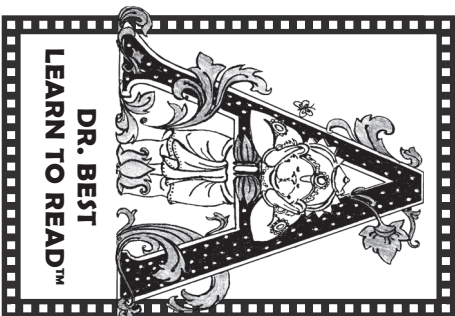
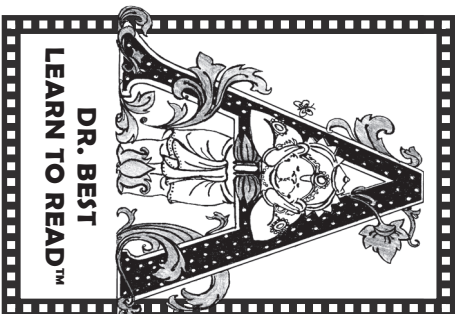
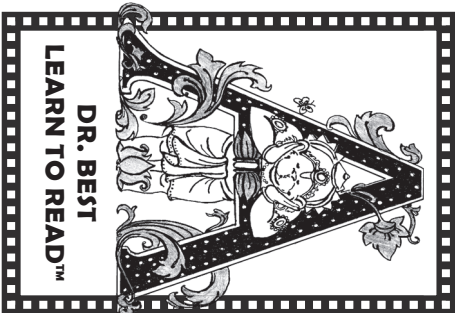
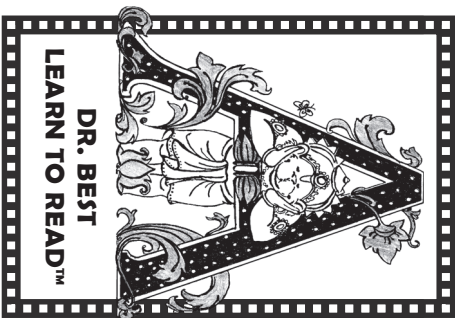
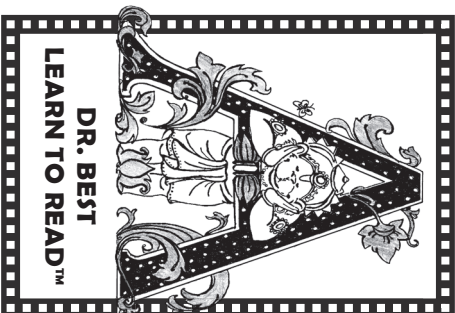
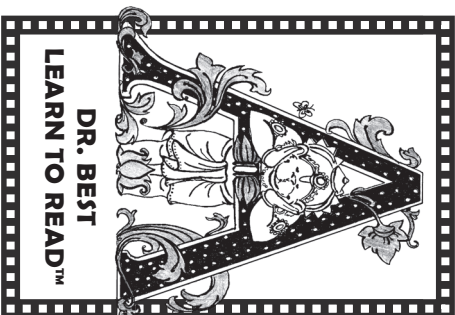
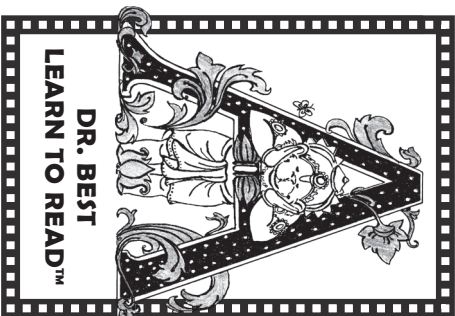
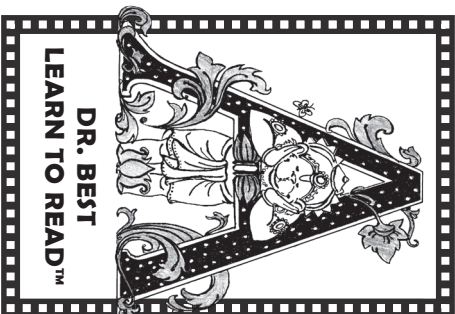
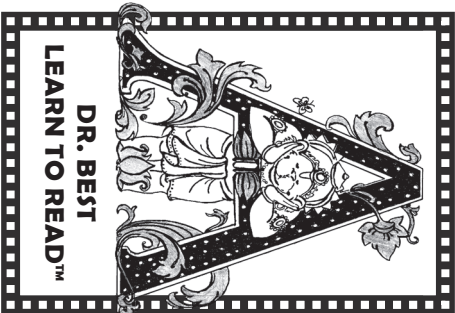
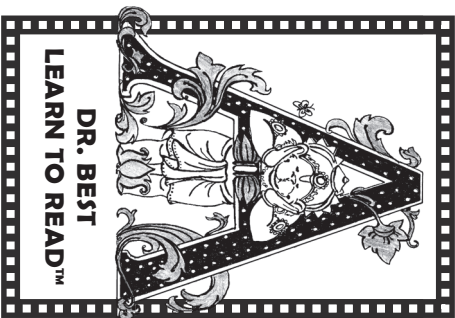
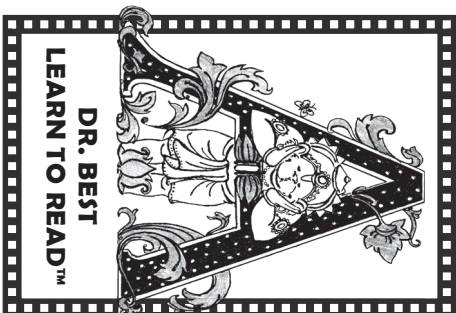
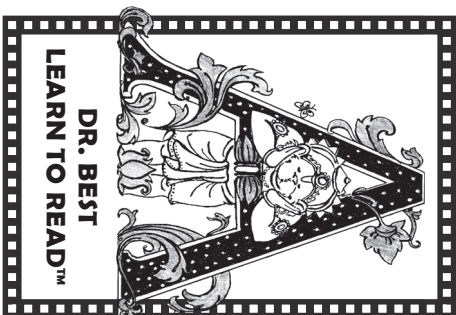
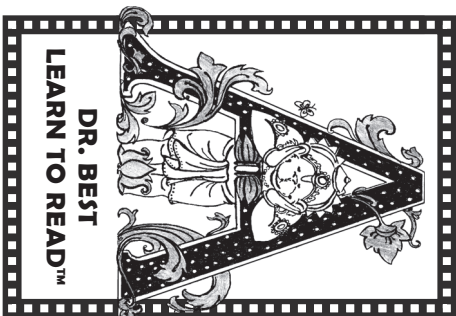
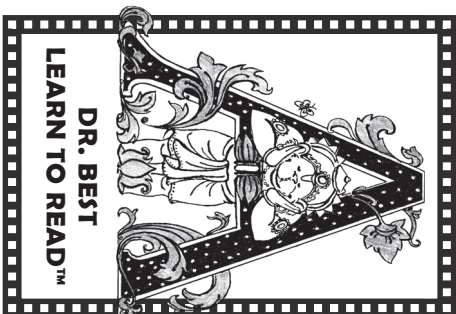
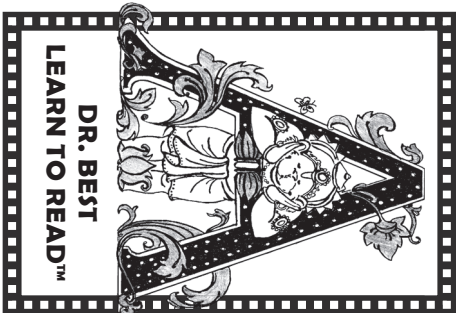
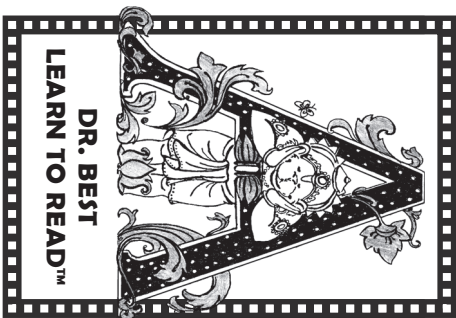
f

g

g

h

h



I

I

J

J

K

K

L

L

M

M

N

N

O

O

P

P

Q

Q

R

R

S

S

T

T

U

U

V

V

W

W

X

X

Y

Y

Z

Z

