



**BIG SKILLS**  
for  
little hands®

**AGES 3+**

**I Know My**

# Alphabet!



Activities meet  
national standards  
for preschool and  
kindergarten!

- Teaches your child to recognize letters of the alphabet
- Enhances fine motor skills
- Builds important skills needed for preschool and kindergarten







I Know My  
**Alphabet!**



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## The Importance of Fine Motor Skills

Welcome to *Big Skills for Little Hands: I Know My Alphabet!*

The early years of your child's life are the most critical for development—both cognitively and physically. It is important that you nurture your child's growing interest in the world around him or her. It is also essential to prepare your child with the basic skills and fine motor skills necessary for the school years ahead. Basic skills include concepts such as the alphabet, numbers, colors, and shapes. Fine motor skills are movements that are produced by small muscles or muscle groups. Children in preschool spend a lot of their day developing these muscles in their hands. Developed motor skills are the key to success in school.

Young children learn best when they are actively involved in the learning process. *I Know My Alphabet!* features whimsical, hands-on activities that children will love to complete. The activities encourage children to practice their fine motor skills while learning simple letter and phonic skills. Your child's little fingers will bend, twist, pinch, and pull as he or she learns the alphabet from A to Z! The activities focus on one letter at a time, so your child can master each letter before moving on.

Help your child complete the activities in this book. There are directions for parents and simplified directions for the child. Provide guidance when needed, but also allow your child to decipher and explore the activity on his or her own. The activities in this book are specifically structured to address your child's growing fine motor skills. Encourage your child to be as creative as possible when completing the activities. Enjoy working through the book with your child. The time you invest in your child's development is priceless and will reap countless rewards for years to come.

Introduce your child to *I Know My Alphabet!* today and watch him or her succeed tomorrow!



**INTRODUCTION****Writing and Cutting Tools and Safety**

*Big Skills for Little Hands: I Know My Alphabet!* introduces a variety of hands-on learning opportunities for your child. Activities that involve tracing letters, drawing lines, coloring pictures, and using scissors and glue emphasize the ability to follow directions and develop fine motor skills.

Learning to hold a pencil or crayon correctly and to use it skillfully are major standards of the preschool curriculum. As your child's motor skills develop, he or she will move from a tight-fisted grip to a grip where he or she is holding the writing utensil between his or her thumb and fingers. This is the proper grip. To teach your child to maintain the proper hand position, it might be helpful to remind him or her to "pinch" the writing utensil and then let it rest on the third finger.

It is during this important developmental period that your child will learn which hand he or she prefers for writing, coloring, eating, and throwing. Allow your child to experiment with both hands. Some children will commit to using a certain hand as early as age three. Others might not know until they are school age. It is important that you allow your child to determine hand preference on his or her own timetable.

Similarly, you will find that using scissors is an important skill that takes time and patience for a child to master. Before introducing your child to scissors, try using utensils from the kitchen that have scissor-like movements, such as hinged salad servers, tongs, or egg-dyeing scissors. Using one of these utensils, sit with your child and model the opening and closing motion.

Next, provide your child with a good pair of blunt-tip, metal-edged scissors. Hold the paper for your child. Remind your child that the scissors are like alligator jaws; you open them wide, then "CHOMP!" them closed. Let your child practice on scrap paper. Being able to cut freely will lessen the frustration of trying to follow a line in the first stages of cutting. Give your child lots of encouragement as he or she begins learning how to cut along dotted lines. If your child has a hard time focusing on the cutting lines, encourage him or her to trace over the lines with a finger before starting to cut. Try to complete a couple activities a day with your child. If your child is eager to do more, refer to the write and wipe extension activities at the back of the workbook.

**Safety First**

Here are some tips to make your child's writing, coloring, gluing, and cutting experiences pleasant and safe:

- Select markers, crayons, and colored pencils that are child-friendly. Look for a label that says "Non Toxic and Washable."
- Remind your child that crayons, markers, pencils, and glue are for paper, not walls.
- Provide your child with a smock and wet paper towel while gluing. Encourage your child to wipe his or her hands in between gluing activities.
- Your child should not run when he or she is holding scissors.
- When walking with scissors, your child should keep the tip of the scissors pointed toward the floor.
- Your child should use scissors only to cut paper.
- You should store scissors and glue in a safe place where they are out of your child's reach.



# The Letter Aa

**Skill:** Recognizing the uppercase and lowercase letter **Aa**

**Directions:** Point out the uppercase or "big" letter **A** to your child. Have your child put a penny or button on each big letter **A**. Clear the page. Then, point out the lowercase or "little" letter **a** to your child. Have your child put a penny or button on each little letter **a**. (Safety Tip: Never leave your child alone with small objects.)

Put a penny on the big letter. Put a penny on the little letter.





**ACTIVITY**

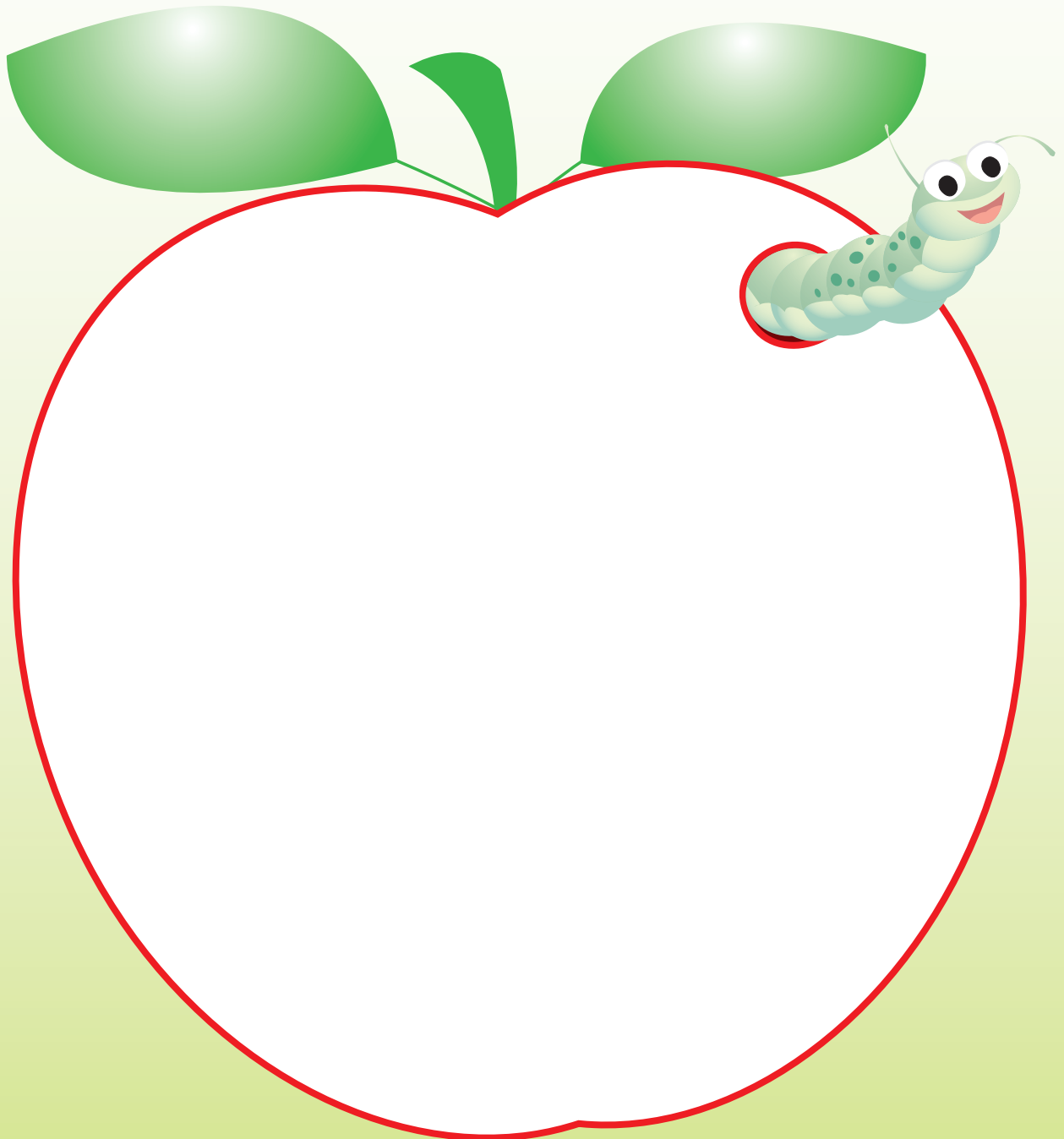
2

**The Letter Aa Sound**

**Skill:** Recognizing the letter **Aa** sound

**Directions:** Say the sound of the letter **A**, as in *apple*, out loud to your child. Have your child say the sound with you. Ask him or her to think of an object that begins with the letter **A** sound. Have your child draw a picture of the object.

Think of a word. Draw a picture.





# The Letter **Bb**

**Skill:** Recognizing the uppercase and lowercase letter **Bb**

**Directions:** Point out the uppercase or “big” letter **B** to your child. Then, point out the lowercase or “little” letter **b** to your child. Have your child draw a line from each uppercase **B** to each lowercase **b**.

Draw a line.

**B**

**b**

**B**

**b**

**B**

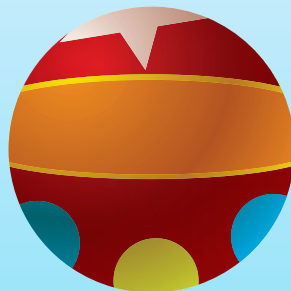
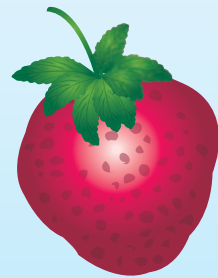
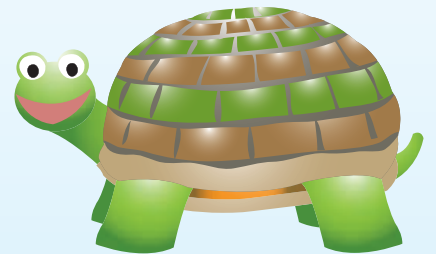
**b**

**B**

**b**

**ACTIVITY**

4

**Bb Bingo!****Skill:** Recognizing the sound of the letter **Bb****Directions:** Say the name of each object on the bingo card out loud to your child. Have your child draw an **X** on the objects that begin with the letter **B** sound. Encourage your child to yell "Bingo!" at the end of the activity.Draw an **X**.**BINGO**

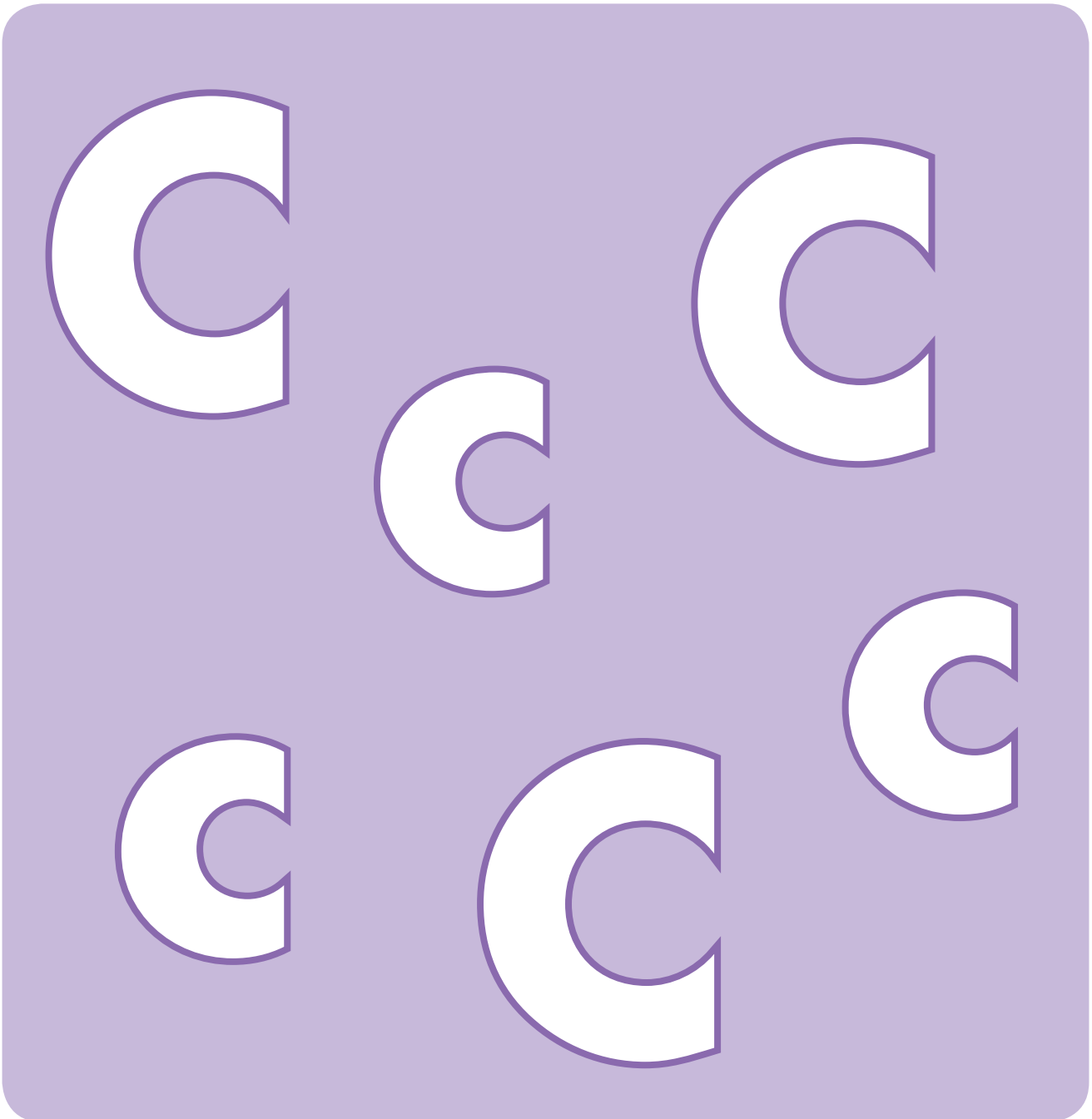


# The Letter Cc

**Skill:** Recognizing the uppercase and lowercase letter Cc

**Directions:** Point out the uppercase or "big" letter C to your child. Ask your child to color each uppercase C red. Then, point out the lowercase or "little" letter c to your child. Have your child color each lowercase c yellow.

Color the letters.



# ACTIVITY

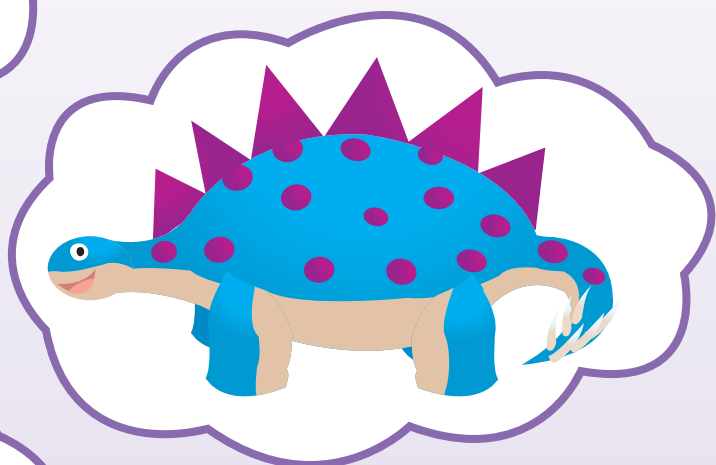
6

## Cotton Clouds

**Skill:** Recognizing the sound of the letter Cc

**Directions:** You will need a bottle of glue for this activity. Say the names of the objects on the clouds out loud to your child. Help your child glue a cotton ball to each object that begins with the letter C sound. Let the glue dry completely.

Glue a cotton ball.





## The Letter

# Dd

**Skill:** Recognizing the uppercase and lowercase letter **Dd**

**Directions:** Point out the uppercase or "big" letter **D** to your child. Have your child draw a line from each uppercase **D** to the big dog. Then, point out the lowercase or "little" letter **d** to your child. Have your child draw a line from each lowercase **d** to the little dog.

Draw a line.



D d D d D d



# Dolls, Dolls, Dolls

**Skill:** Recognizing the sound of the letter **Dd**

**Directions:** Read the name of each doll out loud to your child. Have your child circle the dolls with names that begin with the letter **D** sound.

Circle the dolls.



Daniel



Desiree



Diego



Sophie

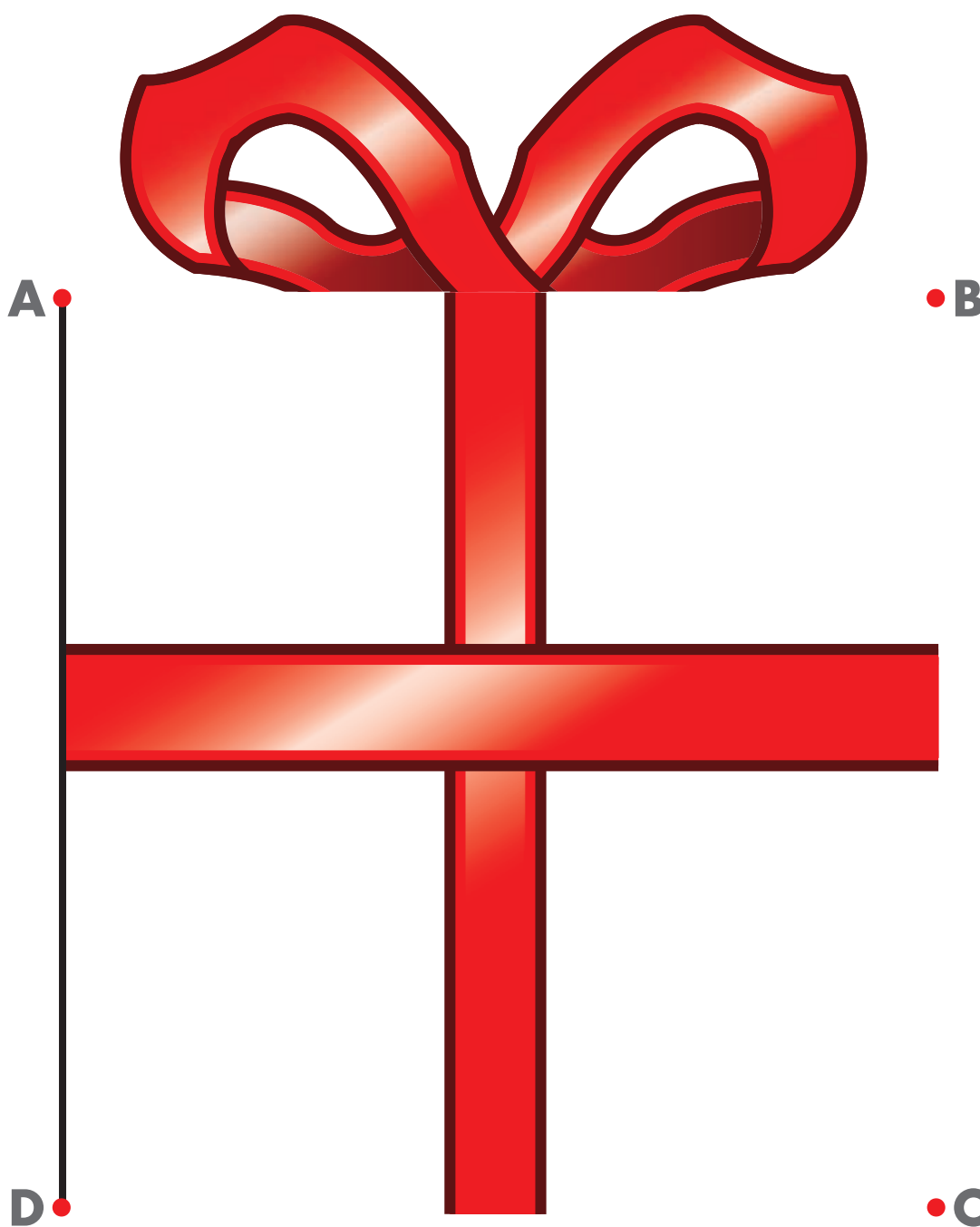


## Review Letters Aa to Dd

**Skill:** Recognizing letters **Aa** to **Dd**

**Directions:** Point to each letter and say its name out loud to your child. Encourage your child to connect the dots from **A** to **D** with his or her finger. Then, have your child use a crayon to connect the dots from **A** to **D**.

Connect the dots with your finger. Connect the dots with a crayon.



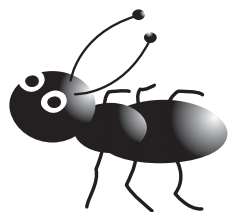
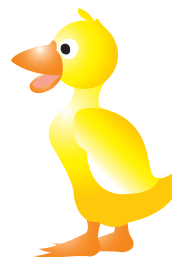
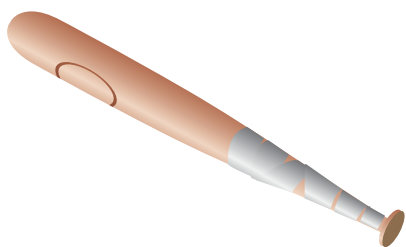


**ACTIVITY**  
10**Sound Match**

**Skill:** Recognizing the sounds of the letters **Aa**, **Bb**, **Cc**, and **Dd**

**Directions:** Point to each letter and say its name out loud to your child. Encourage your child to draw a line from each letter to the object that begins with that letter's sound.

Draw a line.

**A****B****C****D**

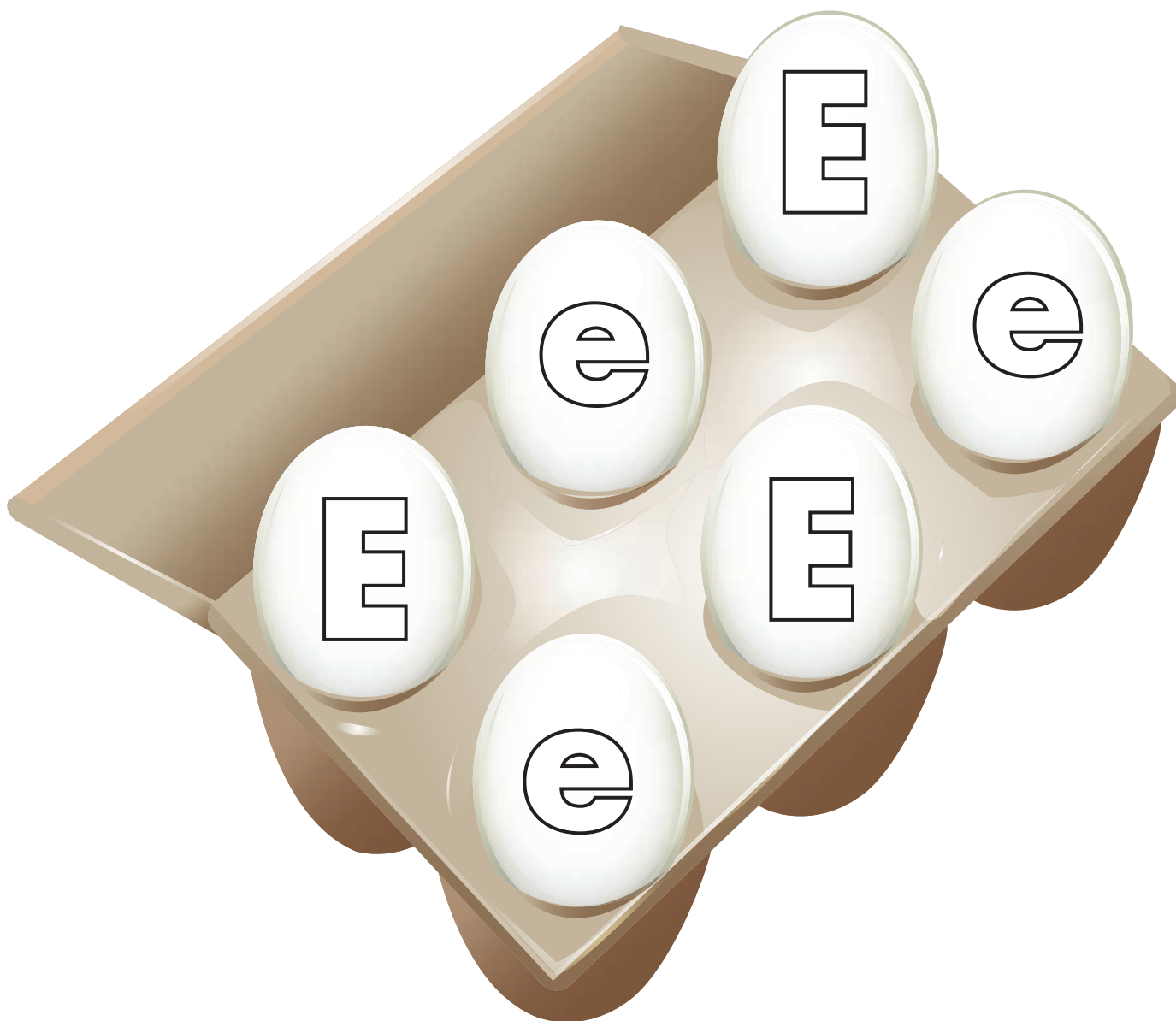


# The Letter **Ee**

**Skill:** Recognizing the uppercase and lowercase letter **Ee**

**Directions:** Point out the uppercase or "big" letter **E** to your child. Have your child color the eggs with each uppercase **E** **blue**. Then, point out the lowercase or "little" letter **e** to your child. Have your child color the eggs with each lowercase **e** **yellow**.

Color the eggs.



## ACTIVITY

12

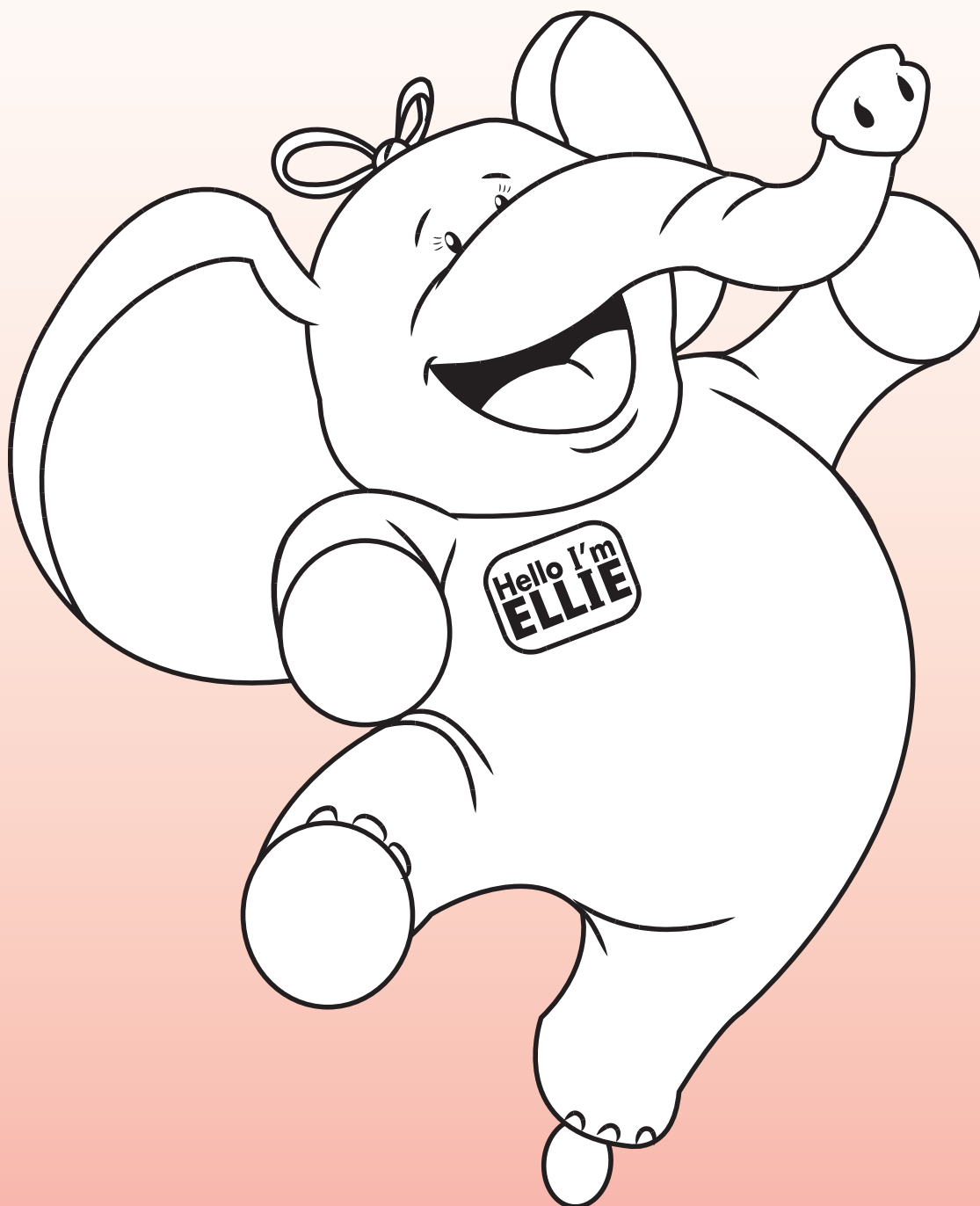
## Ellie the Elephant

**Skill:** Recognizing the sound of the letter **Ee**

**Directions:** Read the following sentence out loud to your child. Encourage your child to clap every time he or she hears the letter **E** sound. Have your child color the picture.

*Ellie the elephant stands on an egg!*

Color the picture.



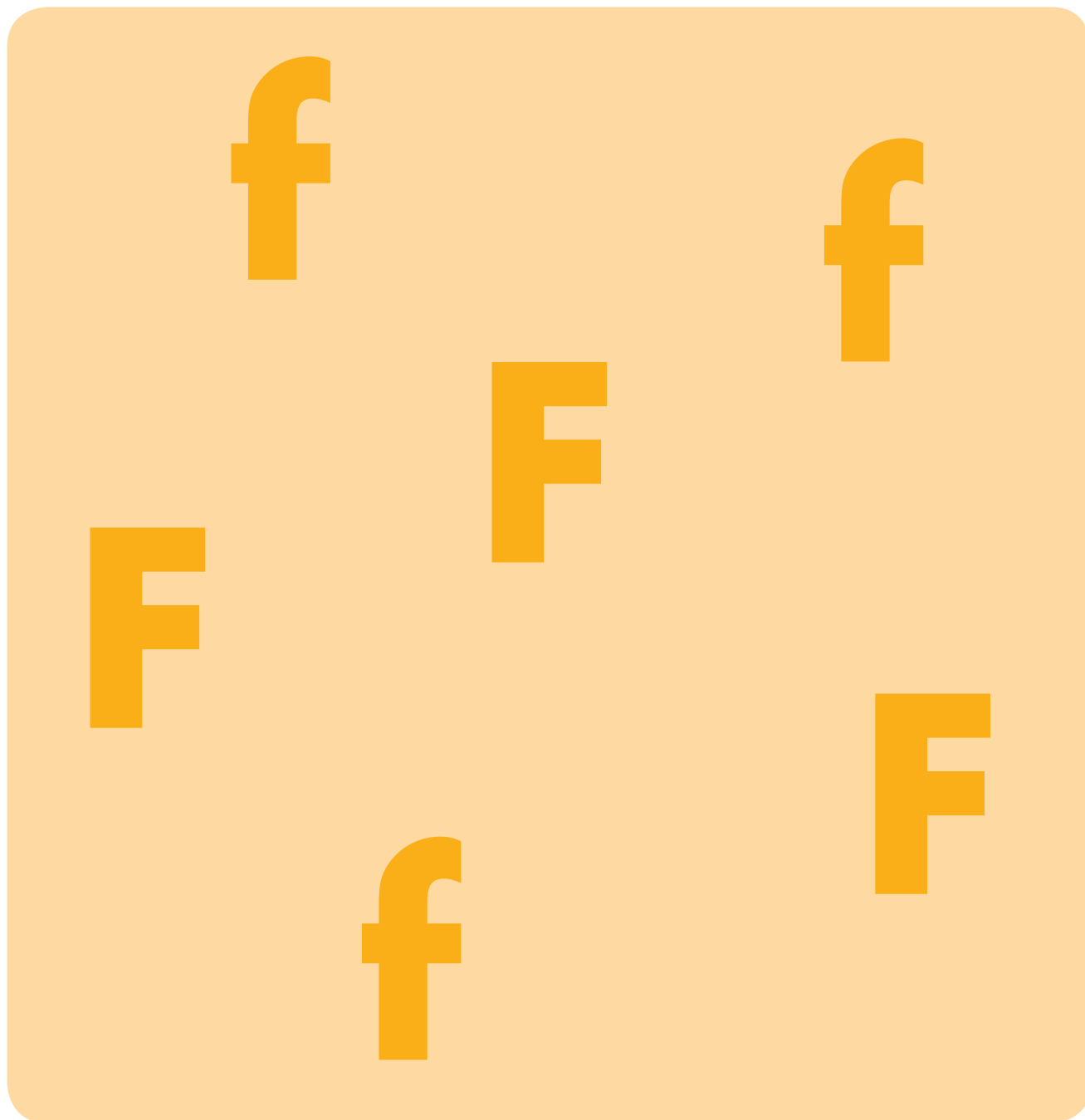


# The Letter **Ff**

**Skill:** Recognizing the uppercase and lowercase letter **Ff**

**Directions:** Point out the uppercase or "big" letter **F** to your child. Have your child draw a box around each uppercase **F**. Then, point out the lowercase or "little" letter **f** to your child. Have your child circle each lowercase **f**.

Draw a box around the letters. Circle the letters.



## ACTIVITY

14

## Fun on the Farm

**Skill:** Recognizing the sound of the letter **Ff**

**Directions:** Farmer Fran only likes animals whose names begin with the letter **F** sound. Say the name of each animal out loud to your child. Have your child draw a line from each animal that begins with the letter **F** sound to the barn.

Draw a line.





# The Letter Gg

**Skill:** Recognizing the uppercase and lowercase letter **Gg**

**Directions:** Point out the uppercase or “big” letter **G** to your child. Have your child point to each uppercase **G** on the page. Then, point out the lowercase or “little” letter **g** to your child. Have your child point to each lowercase **g** on the page.

Point to the letters.

G

g

g

p

R

G

J

t

G



## The Gg Sound

**Skill:** Recognizing the sound of the letter **Gg**

**Directions:** Say the sound of the letter **G**, as in *goat*, out loud to your child. Ask your child to think of a word that begins with the letter **G** sound. Encourage your child to draw the object on the grass.

Think of a word. Draw a picture.

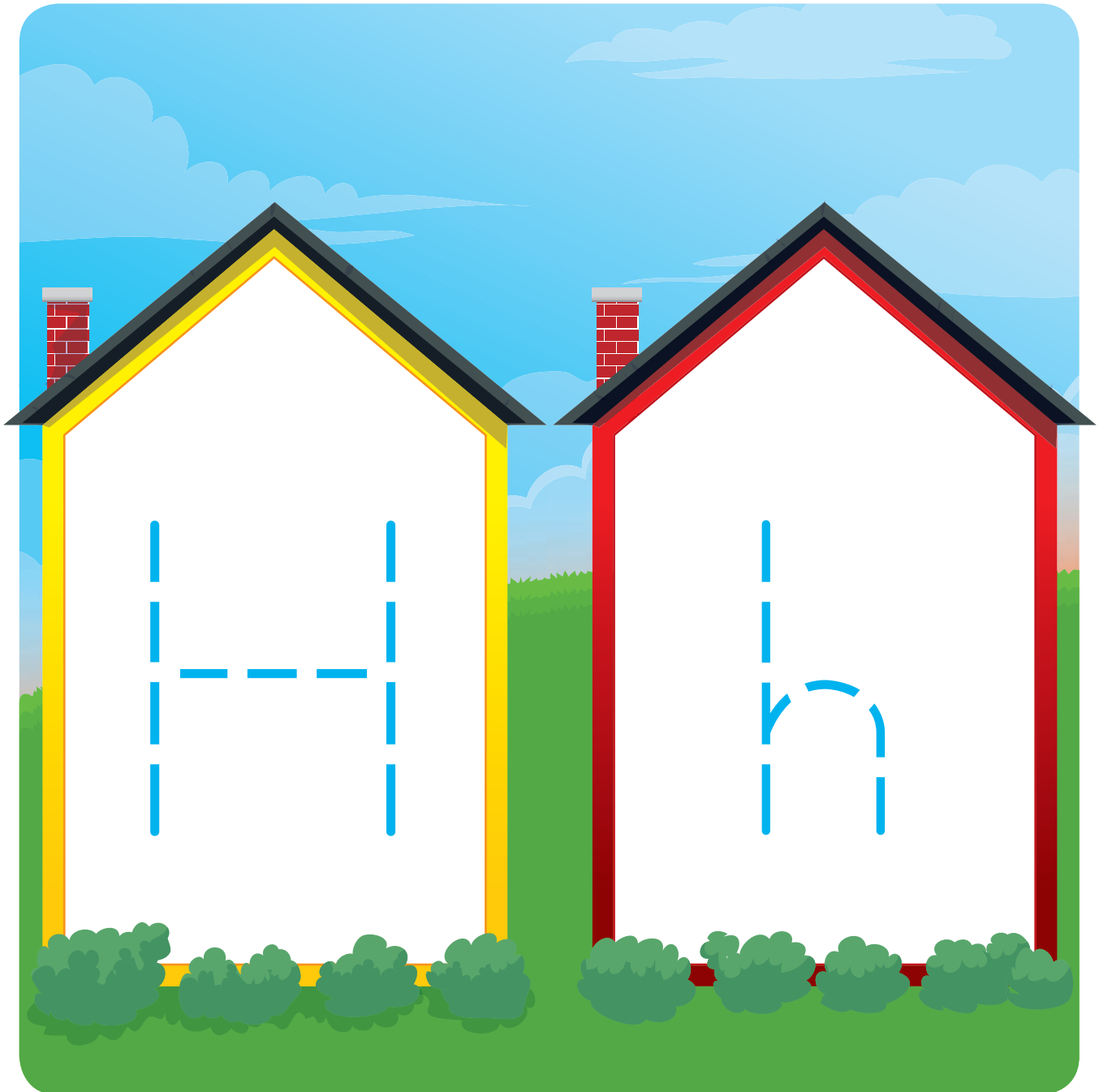


**ACTIVITY**  
17**The Letter Hh**

**Skill:** Recognizing the uppercase and lowercase letter **Hh**

**Directions:** Point out the uppercase or “big” letter **H** to your child. Have your child trace the uppercase **H** with an **orange** crayon. Then, point out the lowercase or “little” letter **h** to your child. Have your child trace the lowercase **h** with a **green** crayon.

Trace the letters.







## Helping Hands

**Skill:** Recognizing the sound of the letter **Hh**

**Directions:** Trace your child's hand in the space below. Encourage your child to think of a word that begins with the letter **H** sound. Have your child draw the object on his or her hand.

Think of a word. Draw a picture.

A large, rounded rectangular white area intended for a child to draw a picture related to the activity.



## Review Letters Ee to Hh

**Skill:** Recognizing letters **Ee** to **Hh**

**Directions:** Point to each letter and say its name out loud to your child. Encourage your child to draw a line from each uppercase letter to its matching lowercase letter.

Draw a line.

G

f

E

g

H

e

F

h



## Think of the Sound

**Skill:** Recognizing the sounds of the letters **Ee**, **Ff**, **Gg**, and **Hh**

**Directions:** Point to each letter and say its name. Encourage your child to think of a word that begins with that letter's sound. Have your child draw a picture of one of the words in the box.

Think of a word. Draw a picture.

**Ee**

**Ff**

**Gg**

**Hh**

A large, empty white rectangular area with rounded corners, intended for drawing a picture related to the words.

**ACTIVITY**  
21**The Letter Ii**

**Skill:** Recognizing the uppercase and lowercase letter **Ii**

**Directions:** Point out the uppercase or “big” letter **I** to your child. Have your child put a penny or button on each big letter **I**. Clear the page. Then, point out the lowercase or “little” letter **i** to your child. Have your child put a penny or button on each little letter **i**. (Safety Tip: Never leave your child alone with small objects.)

Put a penny on the big letter. Put a penny on the little letter.



## ACTIVITY

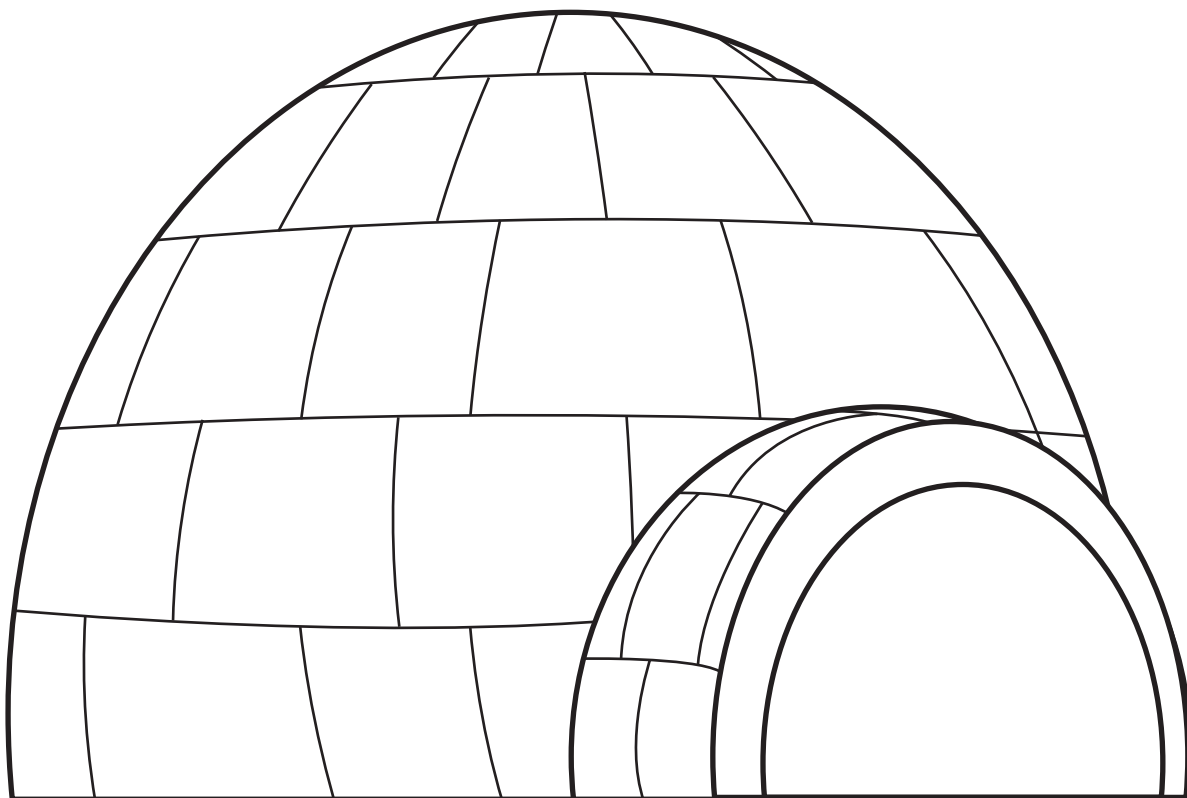
22

## Icy Igloo

**Skill:** Recognizing the sound of the letter **Ii**

**Directions:** Say the sound of the letter **I**, as in *igloo*, out loud to your child. Have your child say the word *igloo* and point to the picture. Encourage your child to color the picture and trace the word.

Color the picture. Trace the word.



igloo



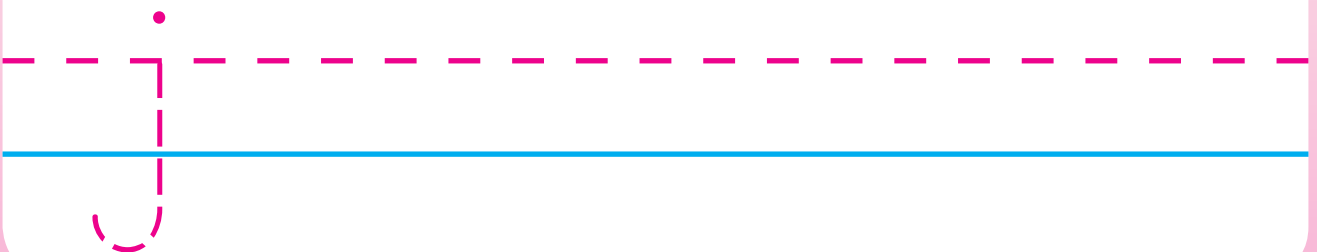
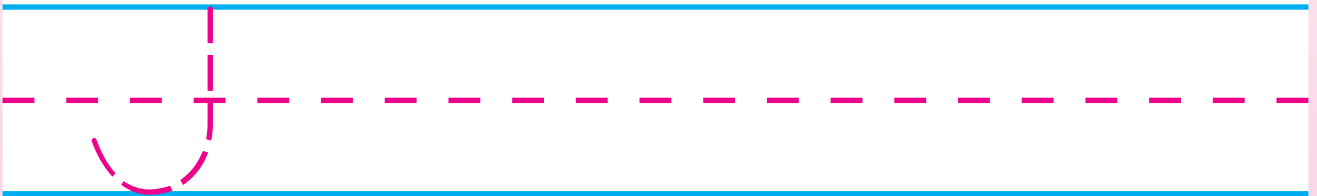
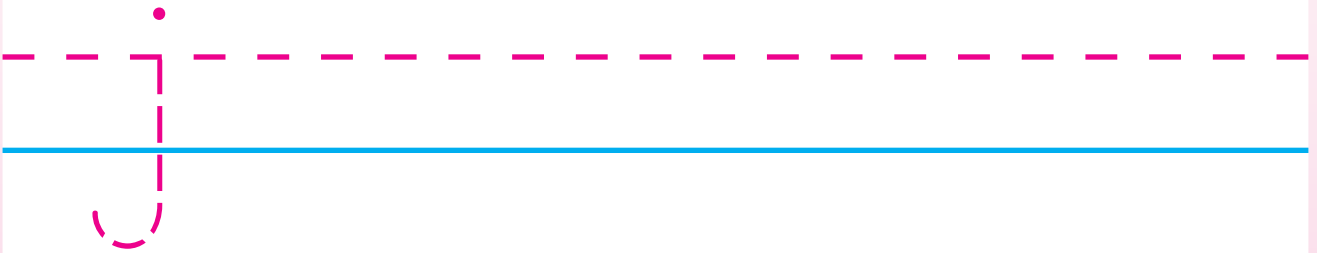
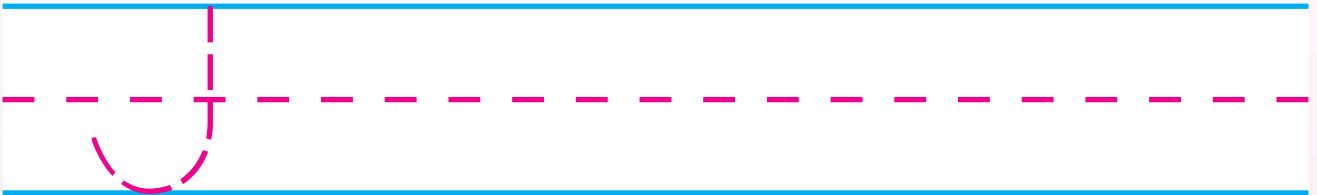
# The Letter

# Jj

**Skill:** Recognizing the uppercase and lowercase letter **Jj**

**Directions:** Point out the uppercase or "big" letter **J** to your child. Have your child trace and write a few uppercase letter **J**s on the line. Then, point out the lowercase or "little" letter **j** to your child. Have your child trace and write a few lowercase letter **j**s on the line.

Trace the letters. Write the letters.



## ACTIVITY

24

## Jumping Josie

**Skill:** Recognizing the sound of the letter Jj

**Directions:** Read the following sentence out loud to your child. Encourage your child to jump every time he or she hears the letter J sound. Have your child color the picture.

*Jumping Josie jumps for jellybeans and jam.*

Color the picture.

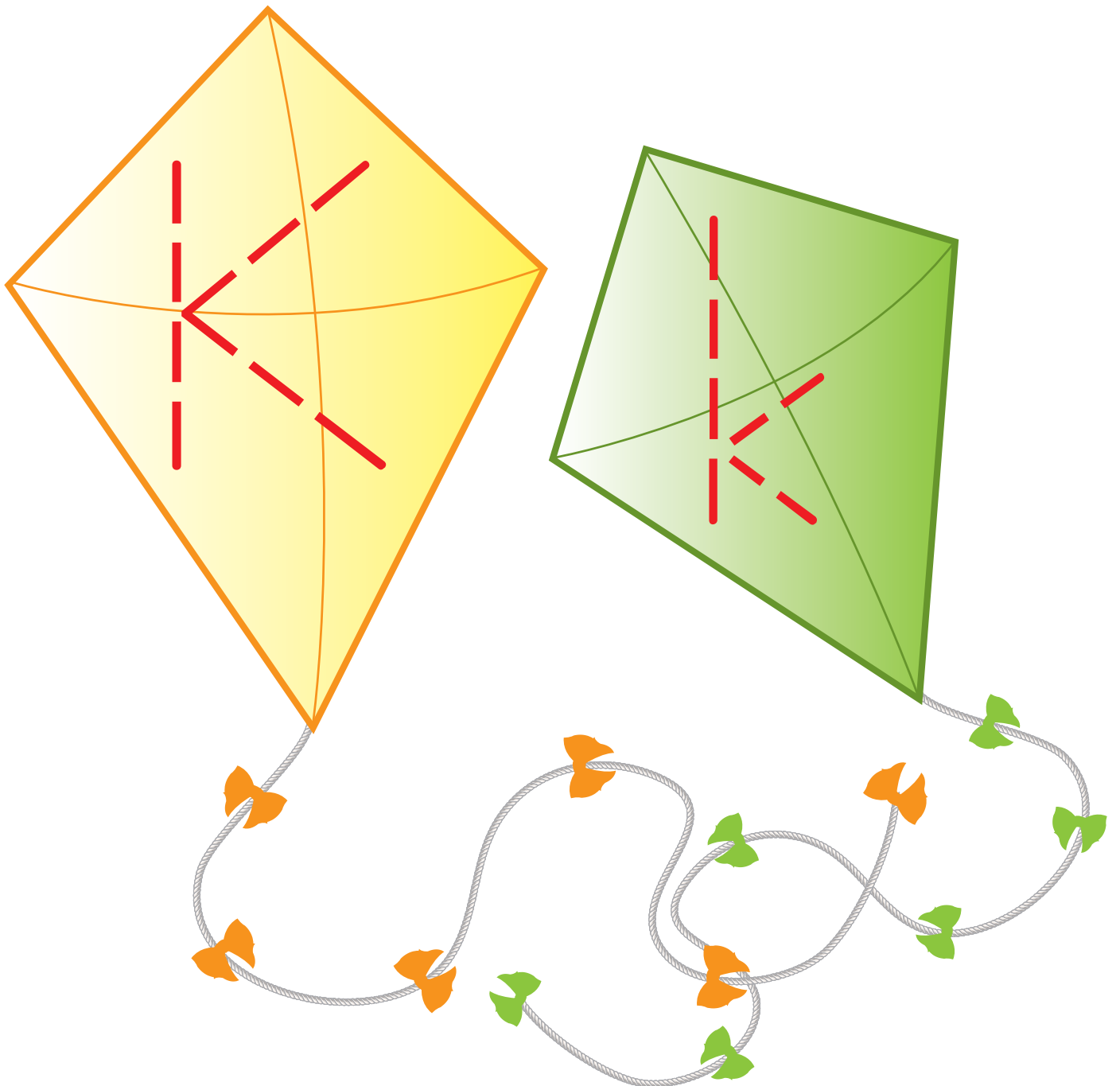


**ACTIVITY**  
25**The Letter Kk**

**Skill:** Recognizing the uppercase and lowercase letter **Kk**

**Directions:** Point out the uppercase or "big" letter **K** to your child. Have your child trace the uppercase **K** with a **purple** crayon. Then, point out the lowercase or "little" letter **k** to your child. Have your child trace the lowercase **k** with a **blue** crayon.

Trace the letters.





## ACTIVITY

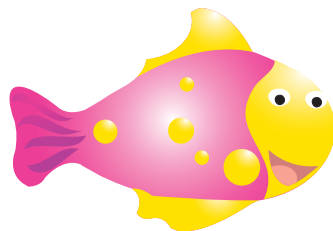
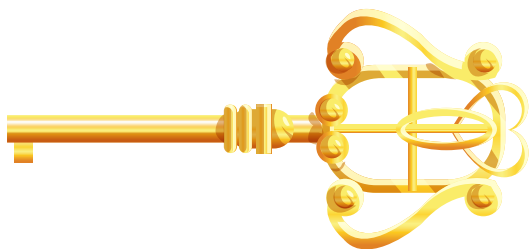
26

The **Kk** Sound

**Skill:** Recognizing the sound of the letter **Kk**

**Directions:** Say the name of each object out loud to your child. Have your child point to and circle each object that begins with the letter **K** sound.

Point to the pictures. Circle the pictures.





## The Letter



**Skill:** Recognizing the uppercase and lowercase letter **L**

**Directions:** Point out the uppercase or "big" letter **L** to your child. Have your child draw an **X** on each uppercase **L**. Then, point out the lowercase or "little" letter **l** to your child. Have your child circle each lowercase **l**.

Draw an **X** on the letters. Circle the letters.

L

l

S

p

L

l

## ACTIVITY

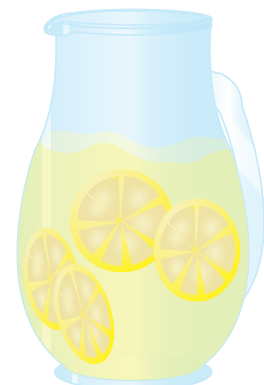
28

## Lemon Lollipop

**Skill:** Recognizing the sound of the letter **L**

**Directions:** Say the name of each object out loud to your child. Have your child point to the objects that begin with the letter **L** sound. Encourage your child to draw a line from each object that begins with the letter **L** sound to the lemon lollipop.

Draw a line.



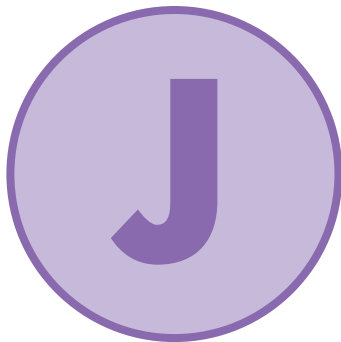


## Review Letters Ii to Ll

**Skill:** Recognizing letters **Ii** to **Ll**

**Directions:** Point to each letter and say its name out loud to your child. Encourage your child to draw a line from each uppercase letter to its matching lowercase letter.

Draw a line.





## Matching Letters and Sounds

**Skill:** Recognizing the sounds of the letters **Ii**, **Jj**, **Kk**, and **Ll**

**Directions:** Point to each letter and say its name out loud to your child. Point to each object and say its name out loud to your child. Encourage your child to draw a line from each letter to the object that begins with that letter's sound.

Draw a line.

**Ii**



**Jj**



**Kk**



**Ll**

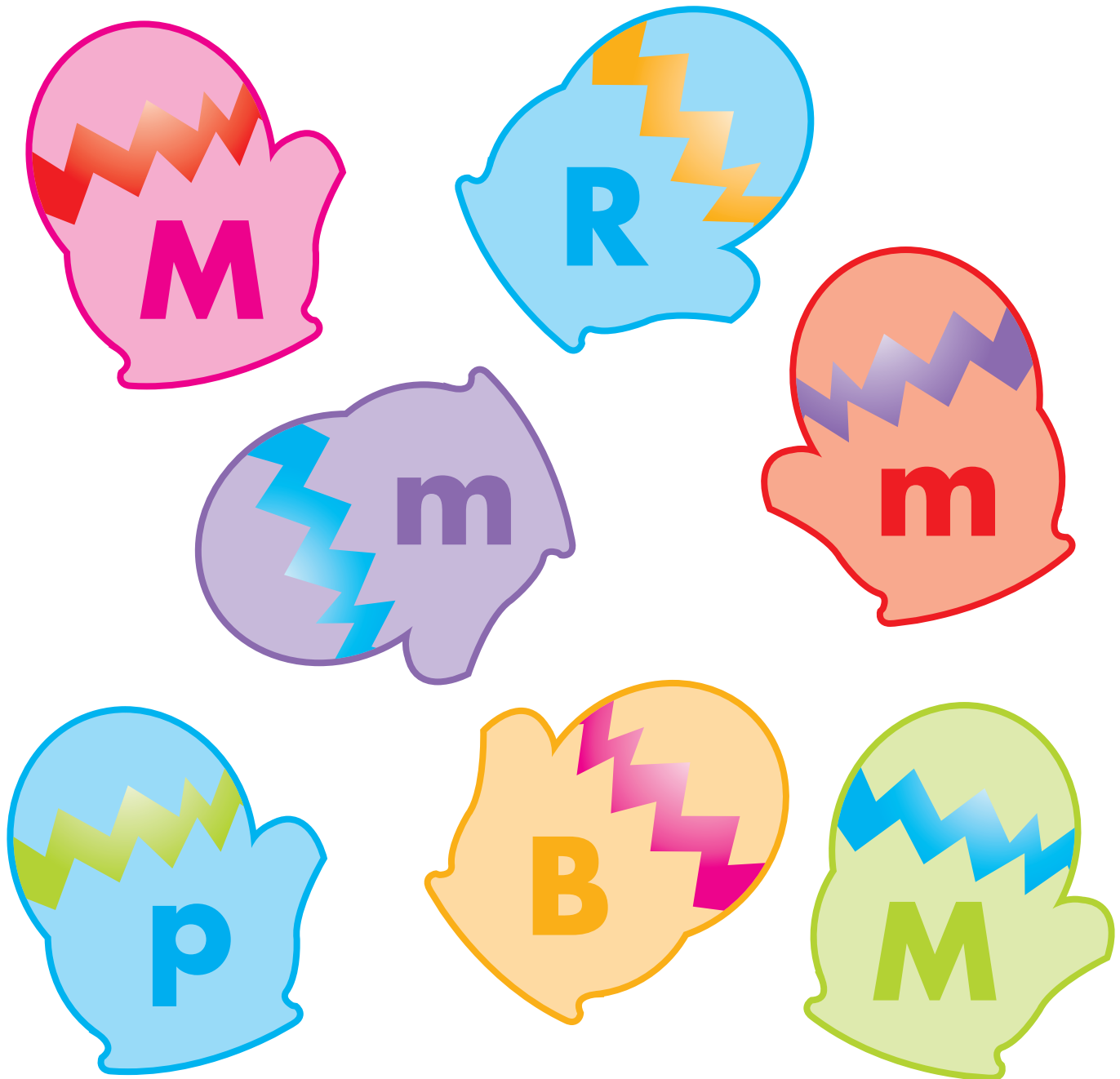


**ACTIVITY**  
31**The Letter Mm**

**Skill:** Recognizing the uppercase and lowercase letter **Mm**

**Directions:** Point out the uppercase or “big” letter **M** to your child. Have your child put a penny or button on each big letter **M**. Clear the page. Then, point out the lowercase or “little” letter **m** to your child. Have your child put a penny or button on each little letter **m**. (Safety Tip: Never leave your child alone with small objects.)

Put a penny on the big letter. Put a penny on the little letter.



## ACTIVITY

32

The Letter **Mm** Sound

**Skill:** Recognizing the letter **Mm** sound

**Directions:** Say the sound of the letter **M**, as in *milk*, out loud to your child. Have your child say the sound with you. Ask your child to think of an object that begins with the letter **M** sound. Have your child draw a picture of the object on the milk carton.

Think of a word. Draw a picture.





# The Letter Nn

**Skill:** Recognizing the uppercase and lowercase letter **Nn**

**Directions:** Point out the uppercase or “big” letter **N** to your child. Then, point out the lowercase or “little” letter **n** to your child. Have your child draw a line from each uppercase **N** to each lowercase **n**.

Draw a line.

N

n

N

n

N

n

N

n



**ACTIVITY**

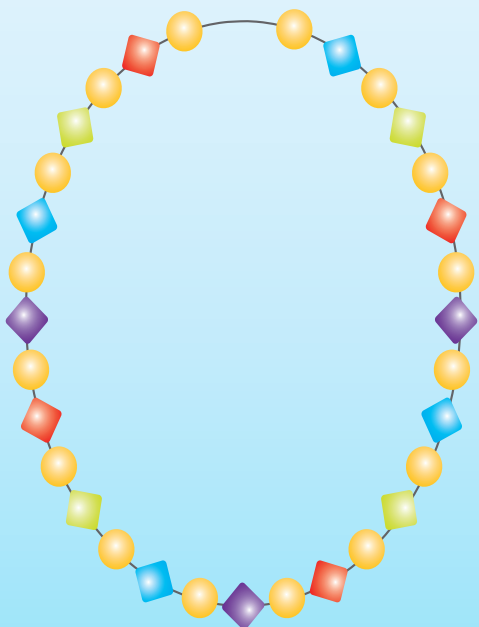
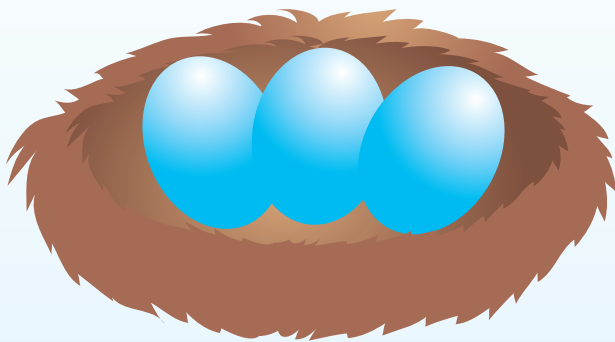
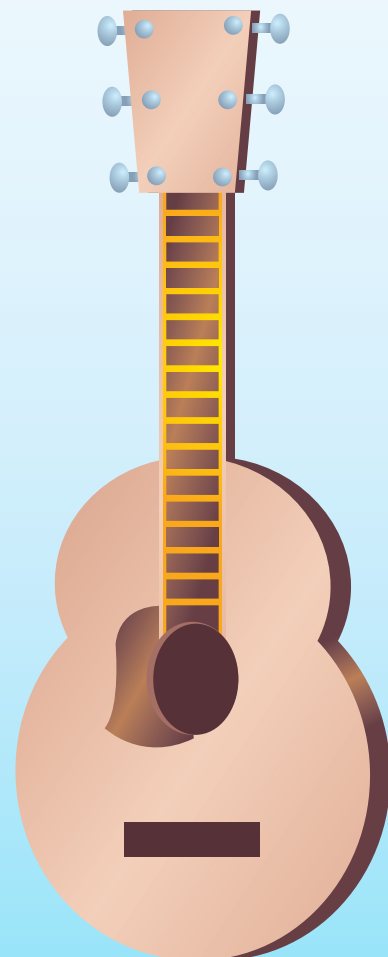
34

**The Letter Nn Sound**

**Skill:** Recognizing the sound of the letter **Nn**

**Directions:** Say the name of each object out loud to your child. Have your child draw an **X** on the objects that begin with the letter **N** sound.

Draw an **X**.

**9**



## The Letter



**Skill:** Recognizing the uppercase and lowercase letter Oo

**Directions:** Point out the uppercase or “big” letter O to your child. Then, point out the lowercase or “little” letter o to your child. Give your child a circular object, such as a plastic lid, to trace. Help your child trace around a large lid to make an uppercase O. Help your child trace around a small lid to make a lowercase o.

Trace the letters.

**ACTIVITY**

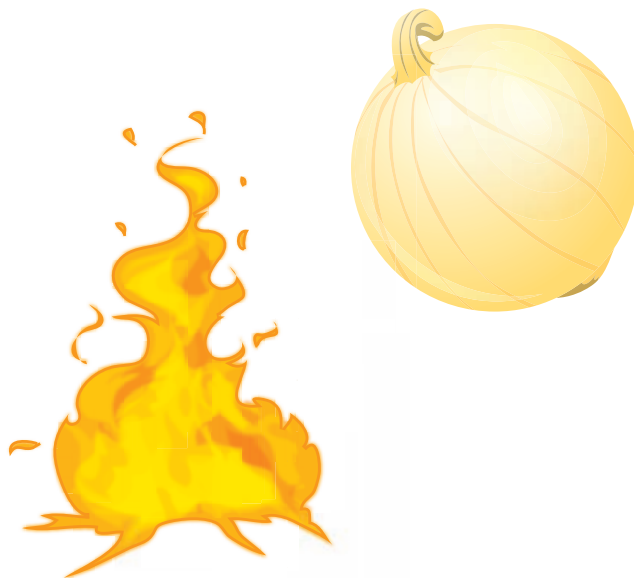
36

**Uh Oh!**

**Skill:** Recognizing the sound of the letter **Oo**

**Directions:** You will need a bottle of glue for this activity. Say the name of each object out loud to your child. Help your child glue a piece of **o**-shaped cereal to each object that begins with the letter **O** sound. Let the glue dry completely.

Glue a piece of cereal.



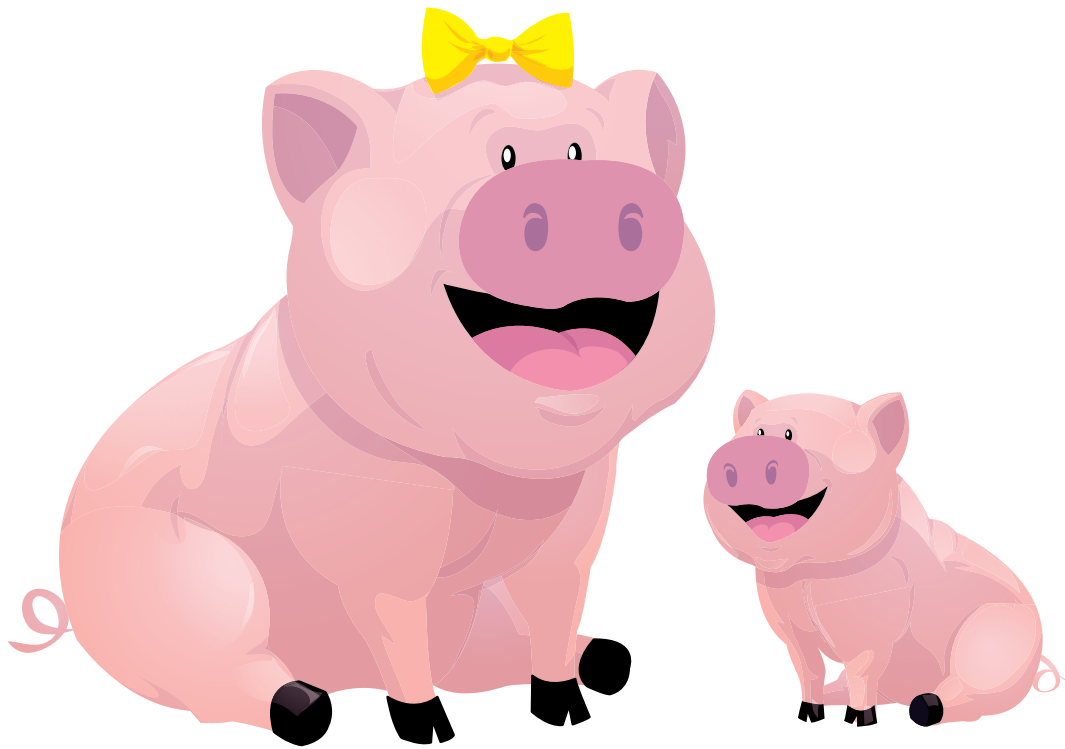


# The Letter Pp

**Skill:** Recognizing the uppercase and lowercase letter **Pp**

**Directions:** Point out the uppercase or “big” letter **P** to your child. Have your child draw a line from each uppercase **P** to the big pig. Then, point out the lowercase or “little” letter **p** to your child. Have your child draw a line from each lowercase **p** to the little pig.

Draw a line.



P p P p P p

**ACTIVITY**

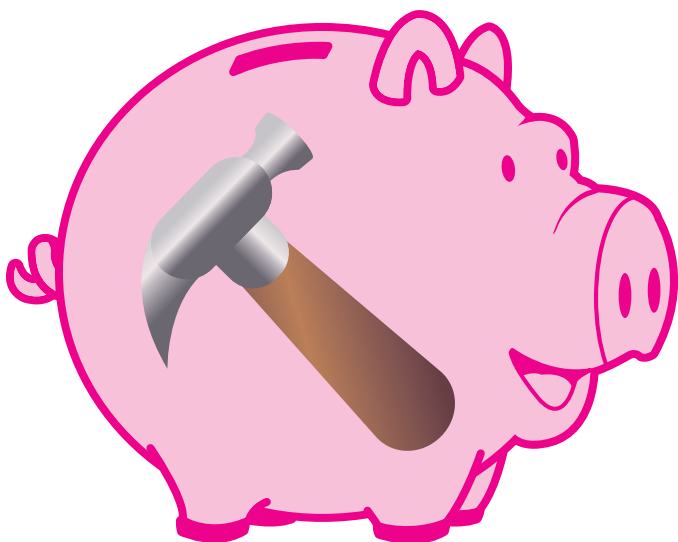
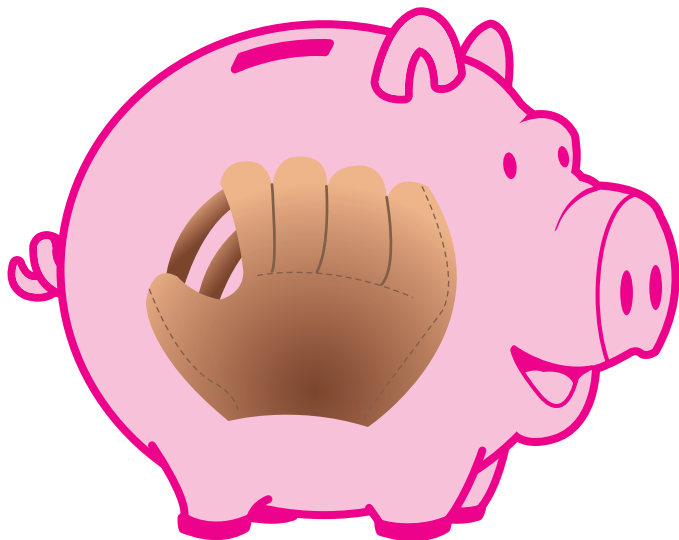
38

**The Letter Pp Sound**

**Skill:** Recognizing the sound of the letter **Pp**

**Directions:** You will need a bottle of glue for this activity. Say the name of each object out loud to your child. Help your child glue a penny to each object that begins with the letter **P** sound. Let the glue dry completely. (Safety Tip: Never leave your child alone with small objects.)

Glue a penny.



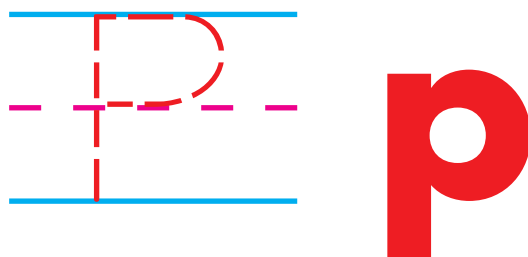
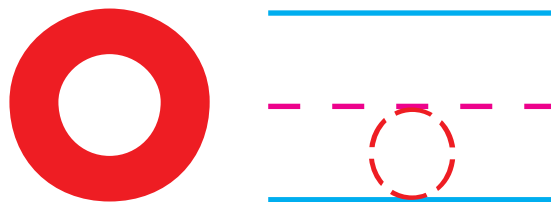
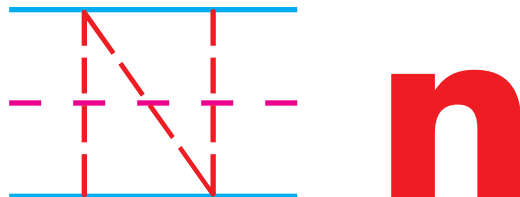


## Review Letters Mm to Pp

**Skill:** Recognizing letters **Mm** to **Pp**

**Directions:** Point to each letter and say its name out loud to your child. Have your child say the name of each letter back to you. Encourage your child to trace the missing uppercase or lowercase letter.

Trace the letters.



## ACTIVITY

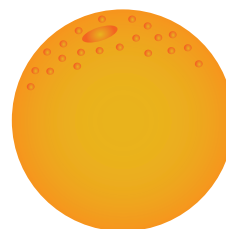
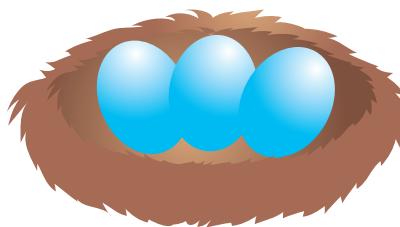
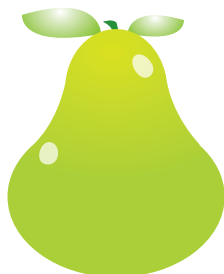
40

## Matching Letters and Sounds

**Skill:** Recognizing the sounds of the letters **Mm**, **Nn**, **Oo**, and **Pp**

**Directions:** Point to each letter and say its name out loud to your child. Point to each object and say its name out loud to your child. Encourage your child to draw a line from each letter to the object that begins with that letter's sound.

Draw a line.

**Mm****Nn****Oo****Pp**

**ACTIVITY**  
41**The Letter Qq**

**Skill:** Recognizing the uppercase and lowercase letter **Qq**

**Directions:** Point out the uppercase or "big" letter **Q** to your child. Have your child color the jewels with each uppercase **Q** **red**. Then, point out the lowercase or "little" letter **q** to your child. Have your child color the jewels with each lowercase **q** **green**.

Color the jewels.





## ACTIVITY

42

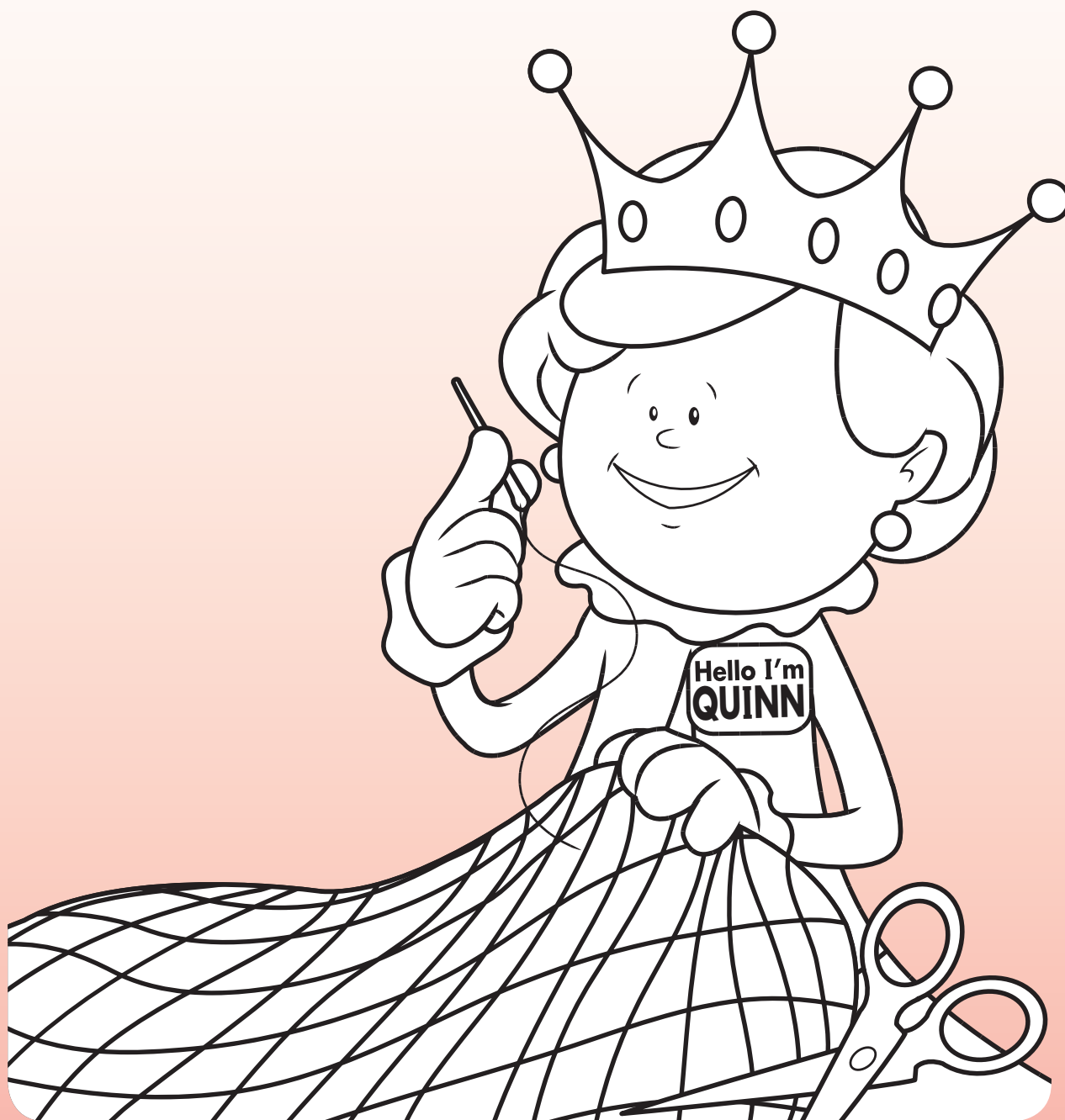
## Quinn the Queen

**Skill:** Recognizing the sound of the letter **Qq**

**Directions:** Read the following sentence out loud to your child. Encourage your child to stomp every time he or she hears the letter **Q** sound. Have your child color the picture.

*Quinn the Queen quits quilting whenever it's quiet.*

Color the picture.



**ACTIVITY**  
43**The Letter Rr**

**Skill:** Recognizing the uppercase and lowercase letter **Rr**

**Directions:** Point out the uppercase or "big" letter **R** to your child. Have your child draw a box around each uppercase **R**. Then, point out the lowercase or "little" letter **r** to your child. Have your child circle each lowercase **r**.

Draw a box around the letters. Circle the letters.

**r****r****R****R****r****R**

## ACTIVITY

44

## Ralph the Rabbit

**Skill:** Recognizing the sound of the letter **Rr**

**Directions:** Ralph the Rabbit loves to race! Help your child get Ralph to the finish line. Say the name of each object out loud to your child. Have your child draw a line through the maze by connecting each word that begins with the letter **R** sound.

Draw a line.



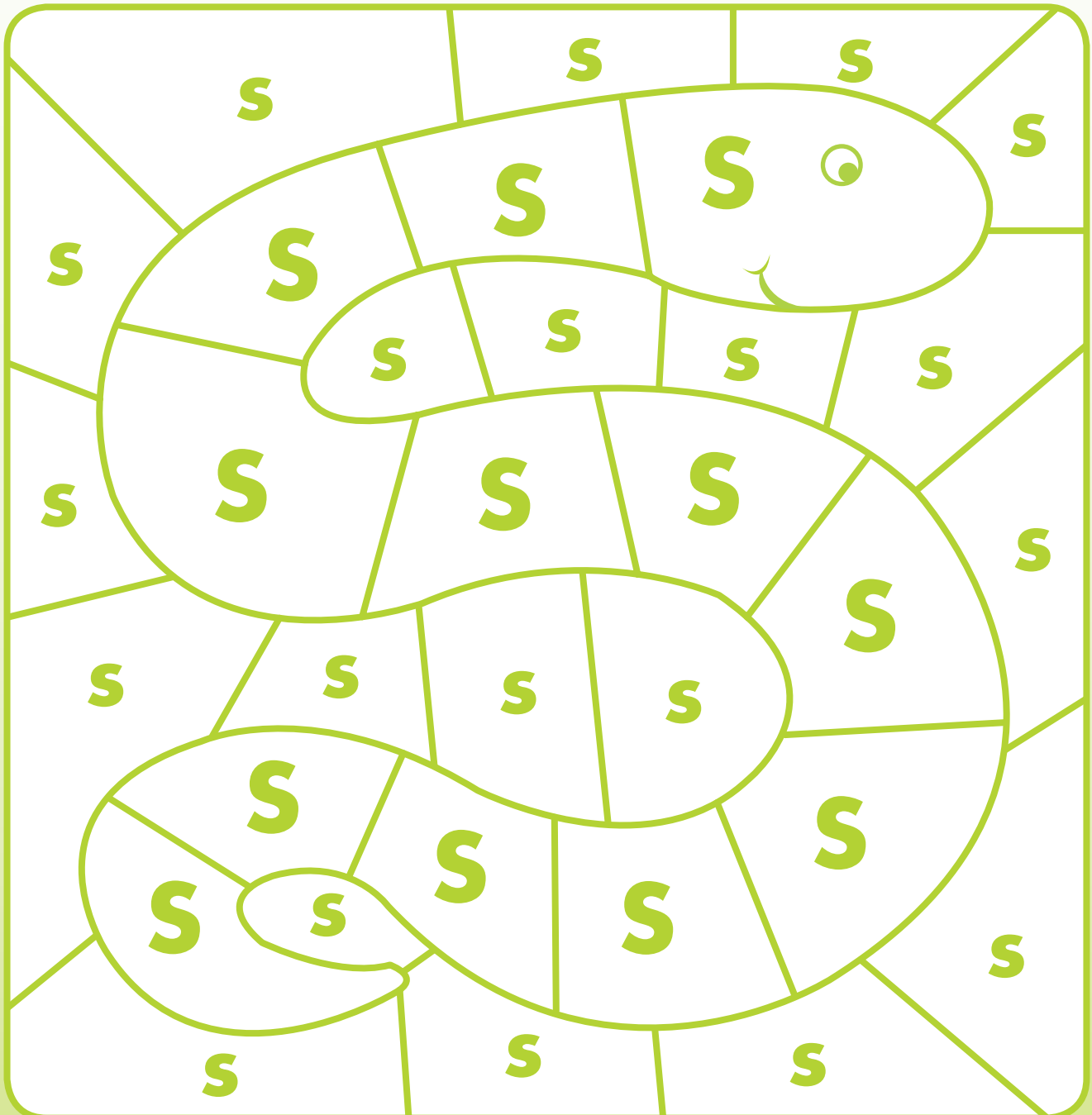


# The Letter Ss

**Skill:** Recognizing the uppercase and lowercase letter **Ss**

**Directions:** Point out the uppercase or "big" letter **S** to your child. Have your child color each uppercase **S** on the page **green**. Then, point out the lowercase or "little" letter **s** to your child. Have your child color each lowercase **s** on the page **red**.

Color the letters.



## ACTIVITY

46

# Shining Sun

**Skill:** Recognizing the sound of the letter **Ss**

**Directions:** Say the sound of the letter **S**, as in *sun*, out loud to your child. Ask your child to think of a word that begins with the letter **S** sound. Encourage your child to draw the object beneath the sun.

Think of a word. Draw a picture.

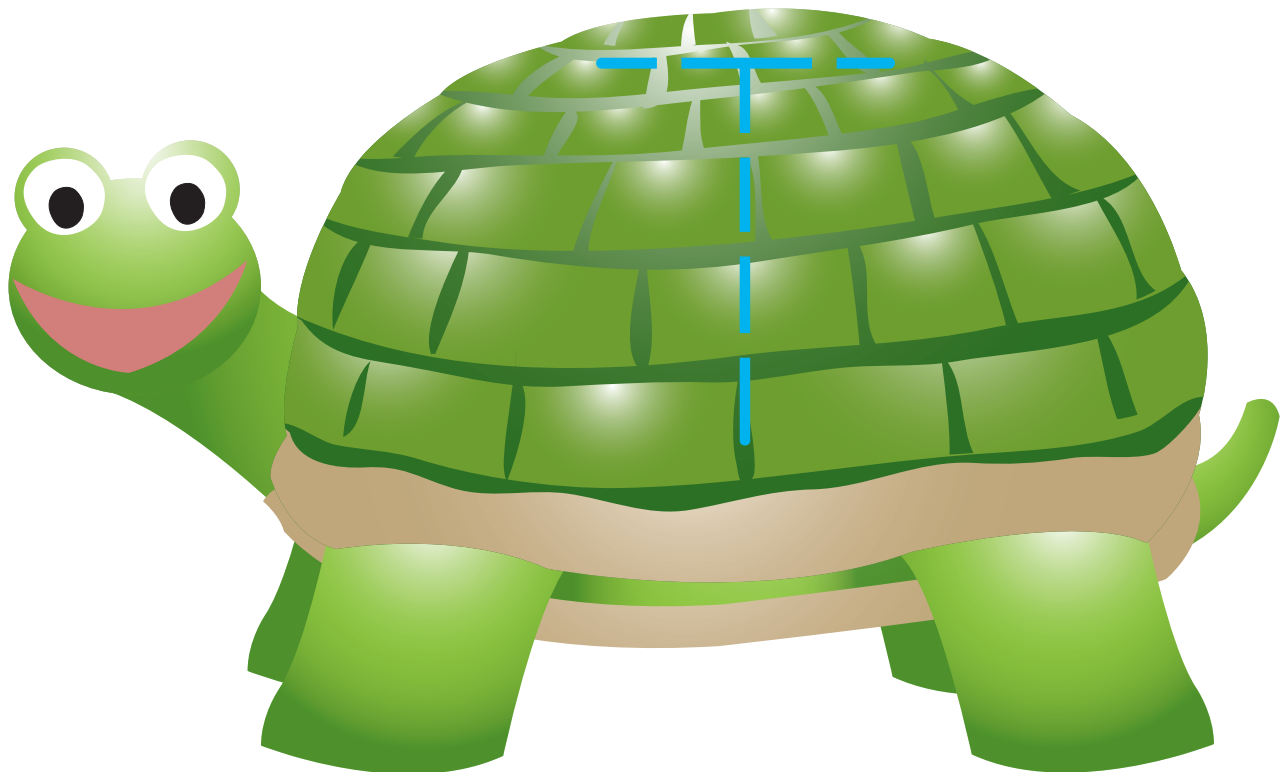
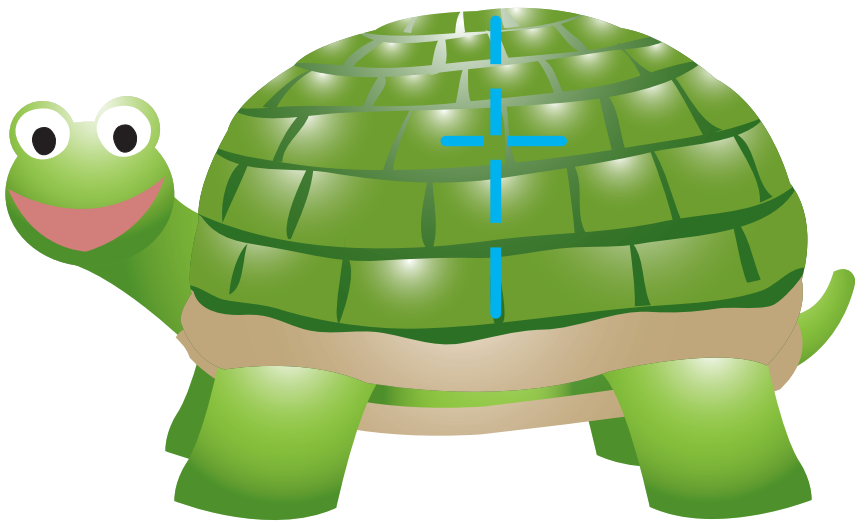


**ACTIVITY**  
47**The Letter Tt**

**Skill:** Recognizing the uppercase and lowercase letter **Tt**

**Directions:** Point out the uppercase or "big" letter **T** to your child. Have your child trace the uppercase **T** with a **purple** crayon. Then, point out the lowercase or "little" letter **t** to your child. Have your child trace the lowercase **t** with a **blue** crayon.

Trace the letters.





## Tickly Toes

**Skill:** Recognizing the sound of the letter **Tt**

**Directions:** Trace your child's foot in the space below. Encourage your child to think of a word that begins with the letter **T** sound. Have your child draw a picture of the object on his or her foot.

Think of a word. Draw a picture.

A large, rounded white rectangular area intended for a child to draw a picture of an object on their foot.

**ACTIVITY**  
49**Review Letters Qq to Tt**

**Skill:** Recognizing letters **Qq** to **Tt**

**Directions:** Point to each letter and say its name out loud to your child. Encourage your child to draw a line from each uppercase letter to its matching lowercase letter.

Draw a line.





## ACTIVITY

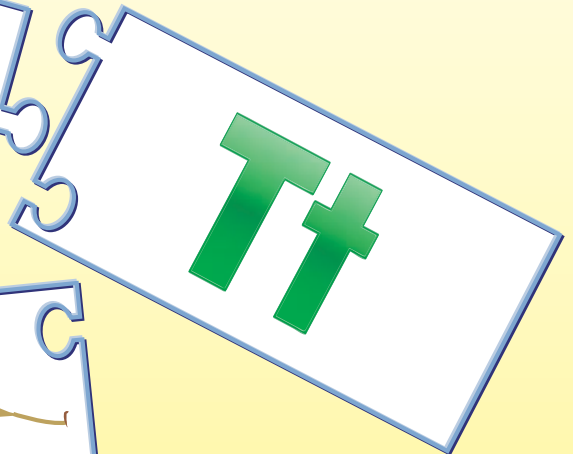
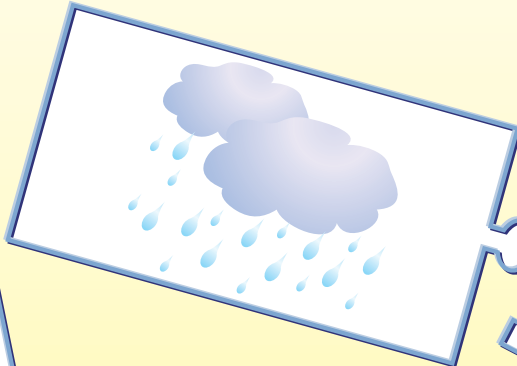
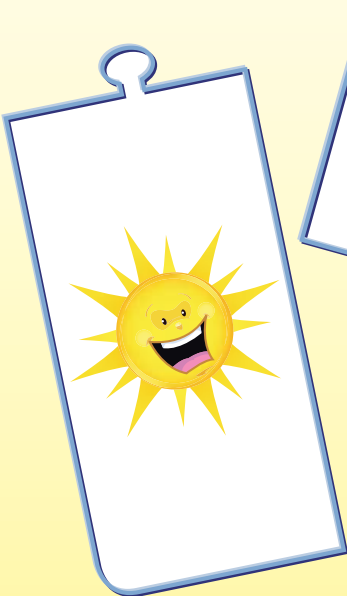
50

## Matching Letters and Sounds

**Skill:** Recognizing the sounds of letters **Qq**, **Rr**, **Ss**, and **Tt**

**Directions:** Point to each letter and say its name out loud to your child. Point to each object and say its name out loud to your child. Encourage your child to draw a line from each letter to the object that begins with that letter's sound.

Draw a line.



**ACTIVITY**  
51**The Letter Uu**

**Skill:** Recognizing the uppercase and lowercase letter **Uu**

**Directions:** Point out the uppercase or “big” letter **U** to your child. Have your child put a penny or button on each big letter **U**. Clear the page. Then, point out the lowercase or “little” letter **u** to your child. Have your child put a penny or button on each little letter **u**. (Safety Tip: Never leave your child alone with small objects.)

Put a penny on the big letter. Put a penny on the little letter.



## ACTIVITY

52

## Unhappy Clown

**Skill:** Recognizing the sound of the letter **Uu**

**Directions:** Say the sound of the letter **U**, as in *unhappy*, out loud to your child. Have your child say the word *unhappy* and point to the picture. Encourage your child to color the picture and trace the word.

Color the picture. Trace the word.



unhappy



# The Letter Vv

**Skill:** Recognizing the uppercase and lowercase letter **Vv**

**Directions:** Point out the uppercase or "big" letter **V** to your child. Have your child trace and write a few uppercase letter **Vs** on the line. Then, point out the lowercase or "little" letter **v** to your child. Have your child trace and write a few lowercase letter **vs** on the line.

Trace the letters. Write the letters.

A large white rectangular area containing four sets of handwriting lines. Each set consists of a solid blue top line, a dashed pink middle line, and a solid blue bottom line. The first set has a dashed pink uppercase letter 'V' for tracing. The second set has a dashed pink lowercase letter 'v' for tracing. The third set has a dashed pink uppercase letter 'V' for tracing. The fourth set has a dashed pink lowercase letter 'v' for tracing.

**ACTIVITY**

54

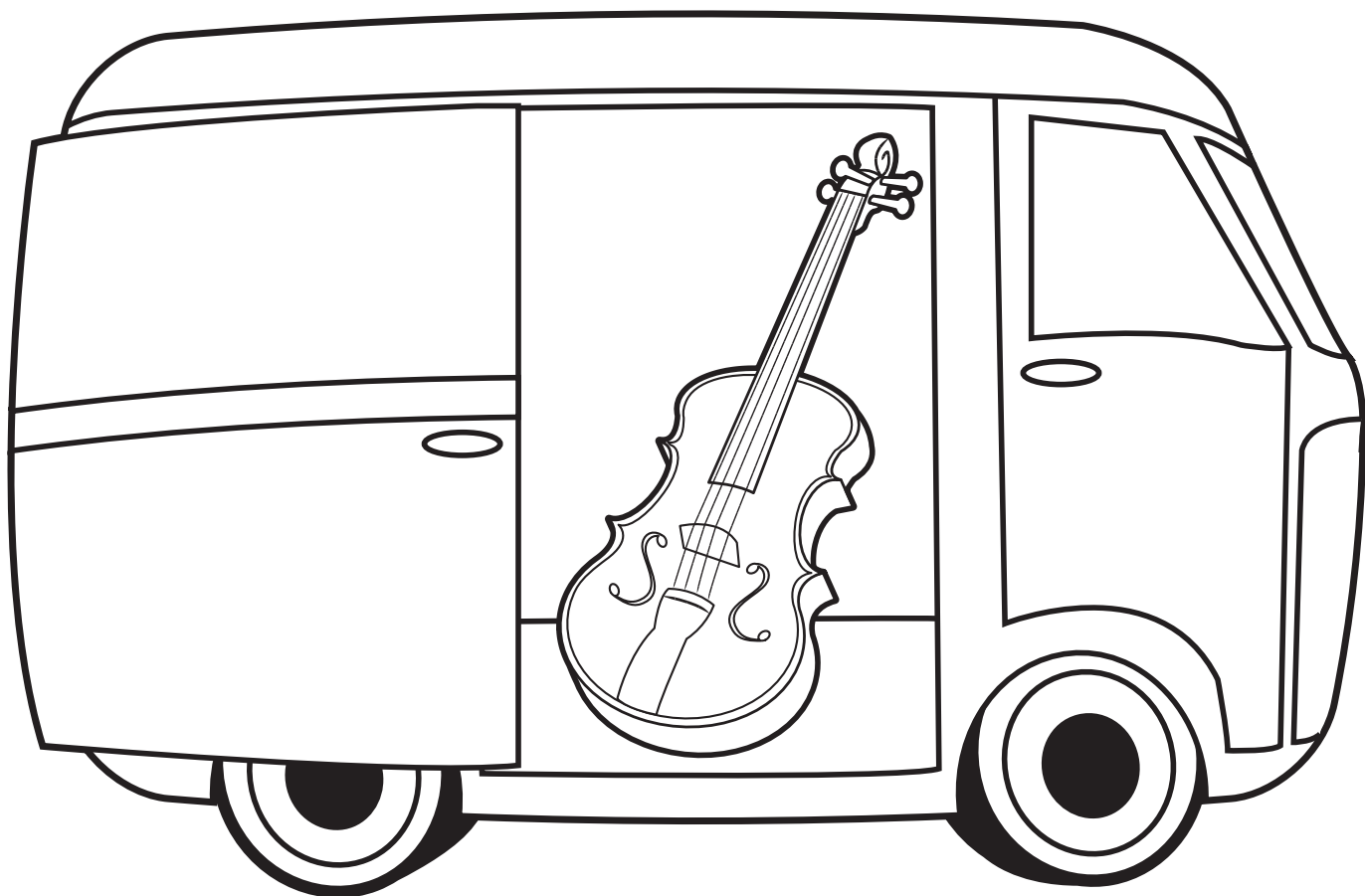
**Violet Van**

**Skill:** Recognizing the sound of the letter **Vv**

**Directions:** Read the following sentence out loud to your child. Encourage your child to clap every time he or she hears the letter **V** sound. Have your child color the picture.

*The violin was in the violet van.*

Color the picture.





# The Letter **Ww**

**Skill:** Recognizing the uppercase and lowercase letter **Ww**

**Directions:** Point out the uppercase or “big” letter **W** to your child. Have your child draw an **X** on each uppercase **W**. Then, point out the lowercase or “little” letter **w** to your child. Have your child circle each lowercase **w**.

Draw an **X** on the letter. Circle the letter.





## The **Ww** Sound

**Skill:** Recognizing the sound of the letter **Ww**

**Directions:** Say the name of each object out loud to your child. Have your child point to and circle each object that begins with the letter **W** sound.

Point to the pictures. Circle the pictures.





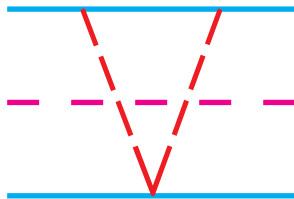
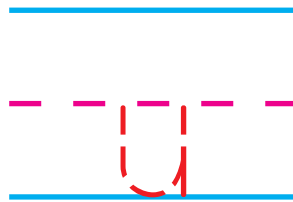
## Review Letters Uu to Ww

**Skill:** Recognizing letters **Uu** to **Ww**

**Directions:** Point to each letter and say its name out loud to your child. Have your child say the name of each letter back to you. Encourage your child to trace the missing uppercase or lowercase letter.

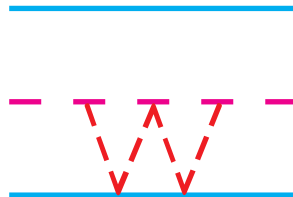
Trace the letters.

A large, solid red uppercase letter 'U'.



A large, solid red uppercase letter 'V'.

A large, solid red uppercase letter 'W'.





## ACTIVITY

58

## Matching Letters and Sounds

**Skill:** Recognizing the sounds of the letters **Uu**, **Vv**, and **Ww**

**Directions:** Point to each letter and say its name out loud to your child. Point to each object and say its name out loud to your child. Encourage your child to draw a line from each letter to the object that begins with that letter's sound.

Draw a line.

**Uu****Vv****Ww**



# The Letter **Xx**

**Skill:** Recognizing the uppercase and lowercase letter **Xx**

**Directions:** Point out the uppercase or “big” letter **X** to your child. Have your child draw a line through each uppercase **X**. Then, point out the lowercase or “little” letter **x** to your child. Have your child circle each lowercase **x**.

Draw a line through the letters. Circle the letters.

X

X

X

W

C

X

**ACTIVITY**

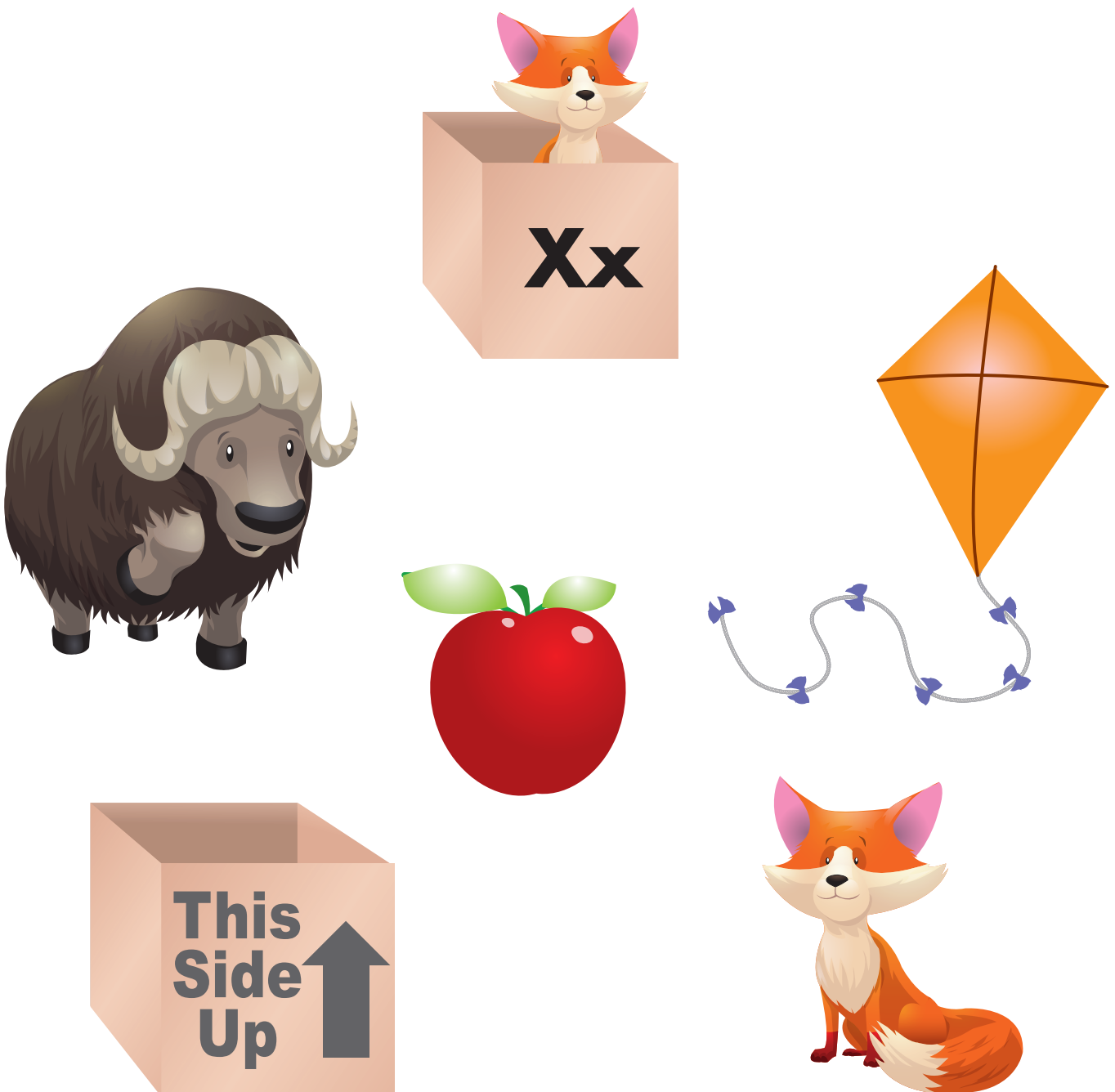
60

**Fox in a Box**

**Skill:** Recognizing the sound of the letter **Xx**

**Directions:** Say the name of each object out loud to your child. Have your child point to the objects that contain the letter **X** sound at the end of the word. Encourage your child to draw a line from each object that contains the letter **X** sound to the fox in the box.

Draw a line.



**ACTIVITY**  
61**The Letter** **Yy**

**Skill:** Recognizing the uppercase and lowercase letter **Yy**

**Directions:** Point out the uppercase or "big" letter **Y** to your child. Have your child put a penny or button on each big letter **Y**. Clear the page. Then, point out the lowercase or "little" letter **y** to your child. Have your child put a penny or button on each little letter **y**. (Safety Tip: Never leave your child alone with small objects.)

Put a penny on the big letter. Put a penny on the little letter.



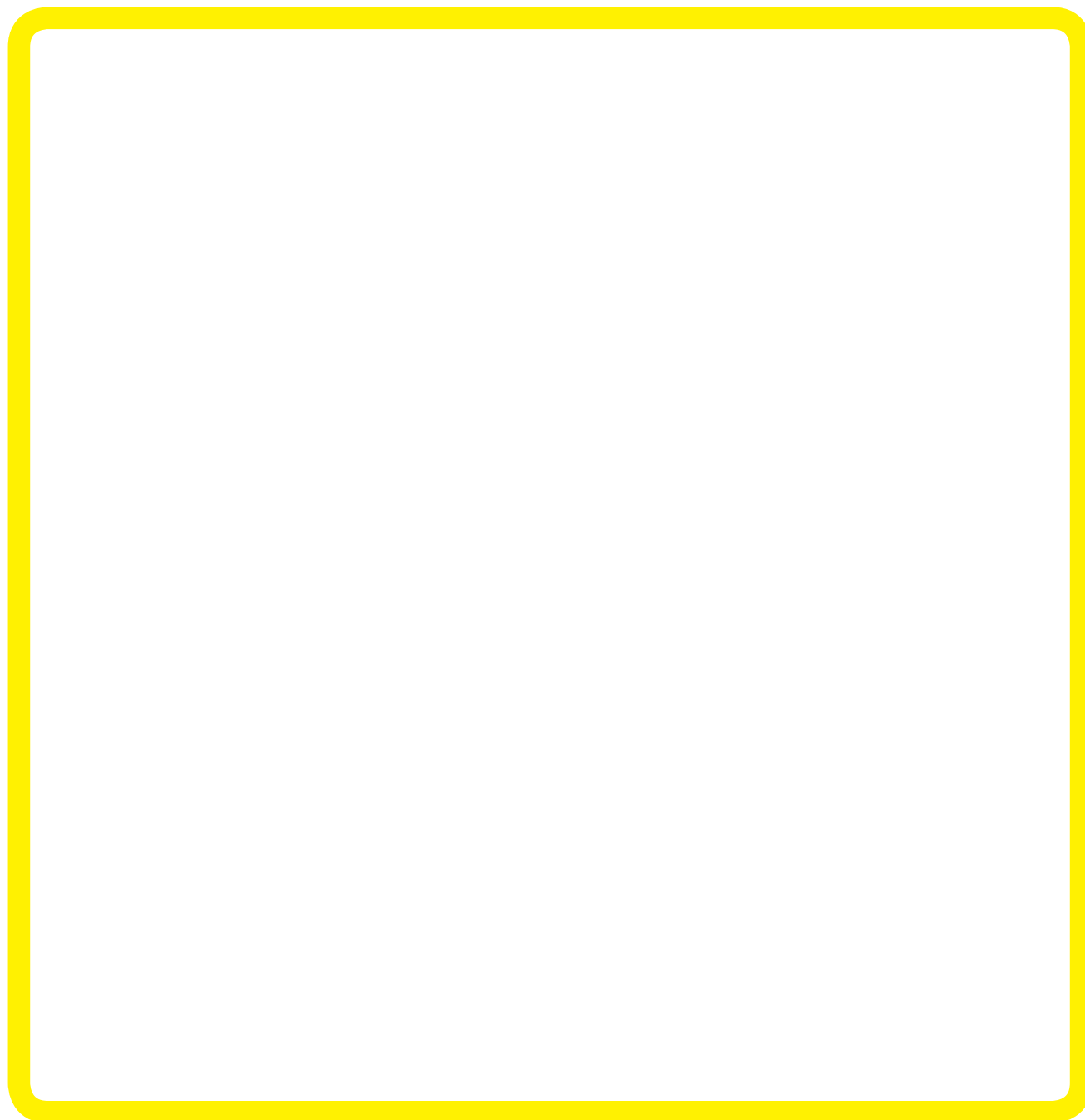


## The Letter **Yy** Sound

**Skill:** Recognizing the letter **Yy** sound

**Directions:** Say the sound of the letter **Y**, as in *yellow*, out loud to your child. Have your child say the sound with you. Ask your child to think of an object that begins with the letter **Y** sound. Have your child draw a picture of the object.

Think of a word. Draw a picture.





# The Letter **Zz**

**Skill:** Recognizing the uppercase and lowercase letter **Zz**

**Directions:** Point out the uppercase or “big” letter **Z** to your child. Then, point out the lowercase or “little” letter **z** to your child. Have your child draw a line from each uppercase **Z** to each lowercase **z**.

Draw a line.

**Z**

**z**

**Z**

**z**

**Z**

**z**

**Z**

**z**

## ACTIVITY

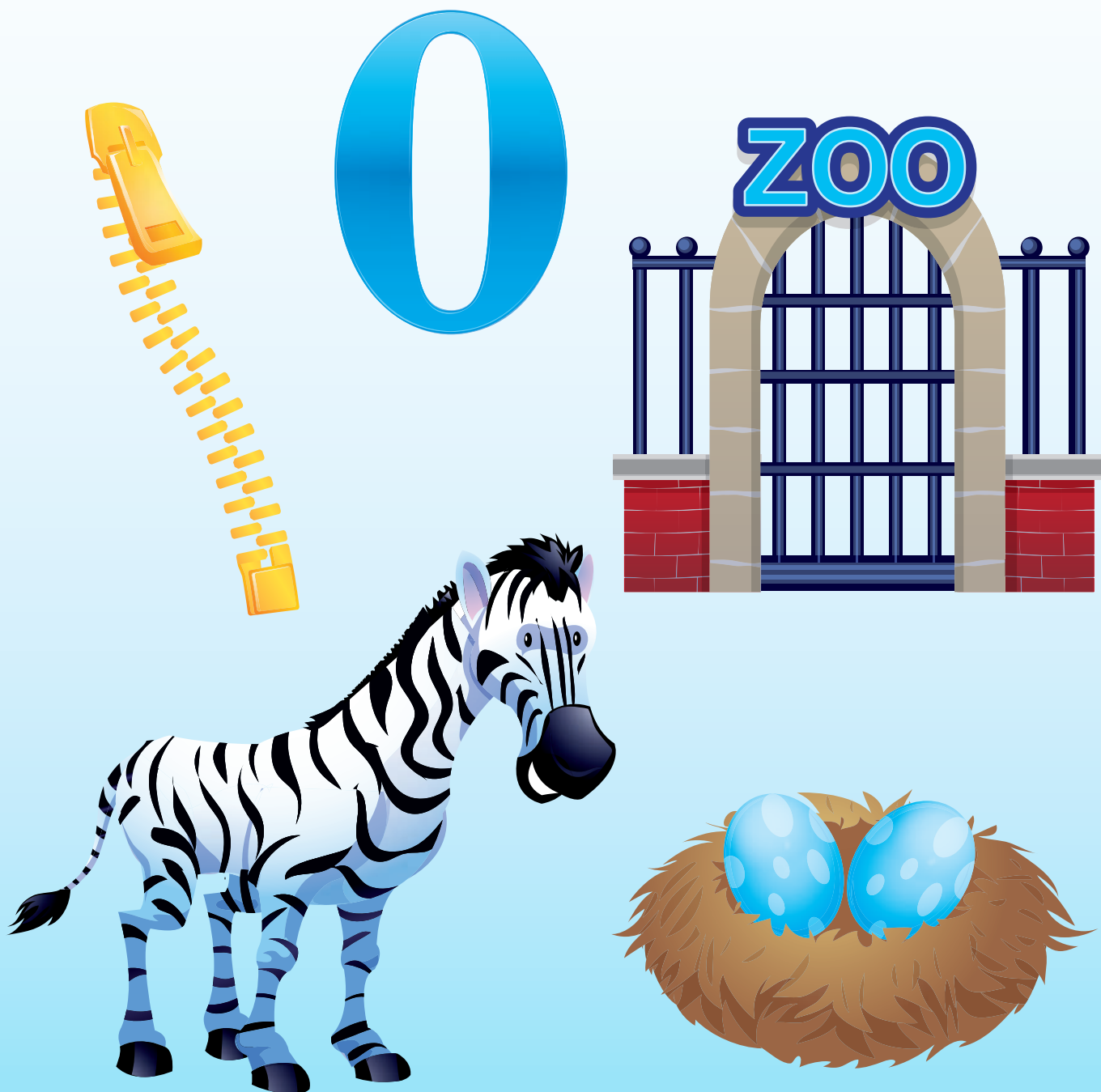
64

## The Letter Zz Sound

**Skill:** Recognizing the sound of the letter Zz

**Directions:** Say the name of each object out loud to your child. Have your child circle the objects that begin with the letter Z sound.

Circle the objects.





## Review Letters Xx to Zz

**Skill:** Recognizing letters **Xx** to **Zz**

**Directions:** Point to each letter and say its name out loud to your child. Encourage your child to draw a line from each uppercase letter to its matching lowercase letter.

Draw a line.

X

x

Y

y

Z

z





## Think of the Sound

**Skill:** Recognizing the sounds of the letters **Xx**, **Yy**, and **Zz**

**Directions:** Point to each letter and say its name. Encourage your child to think of a word that begins with that letter's sound. Have your child draw a picture of one of the words in the box.

Think of a word. Draw a picture.

**Xx**

**Yy**

**Zz**

A large, empty white rectangular box with rounded corners, intended for a child to draw a picture of a word that starts with the sound of the letter above it.

# ACTIVITY

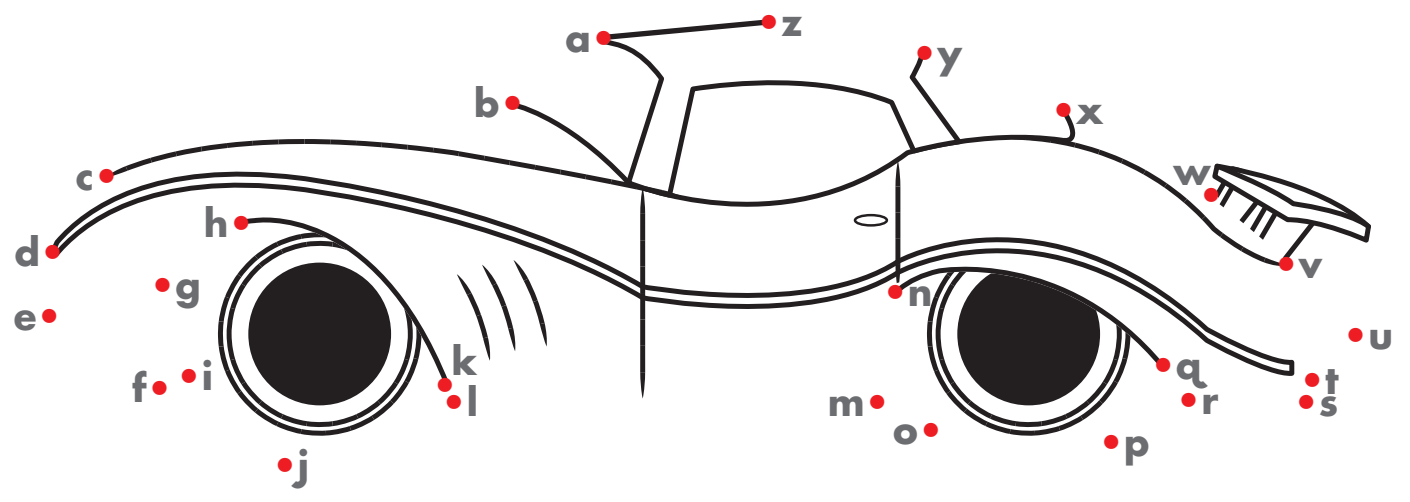
67

## Vroom, Vroom!

**Skill:** Recognizing lowercase letters **a** to **z**

**Directions:** Point to each letter of the alphabet and say its name. Encourage your child to connect the dots from **a** to **z** with his or her finger. Then, have your child use a crayon to connect the dots from **a** to **z**.

Connect the dots from **a** to **z**.



## ACTIVITY

68

## Alphabet Match

**Skill:** Recognizing the sounds of the alphabet

**Directions:** Point to each letter and say its name. Encourage your child to draw a line from each letter to the picture of the object that begins with that letter's sound.

Draw a line.

B

C

F

G

J

L

O

R

T

Y



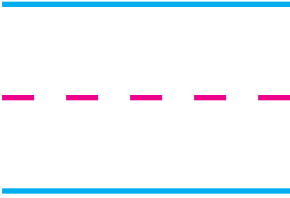


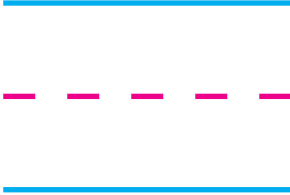
## Missing Letters

**Skill:** Recognizing the letters of the alphabet

**Directions:** Help your child fill in the missing letters of the alphabet. Start at the letter **A**. Read each letter out loud to your child. When you come to a missing letter, pause and let your child identify which letter comes next. Ask him or her to write the missing letter on the line.

Write the missing letter.

A B  D

E F  H I

 K L M

 O P 

## ACTIVITY

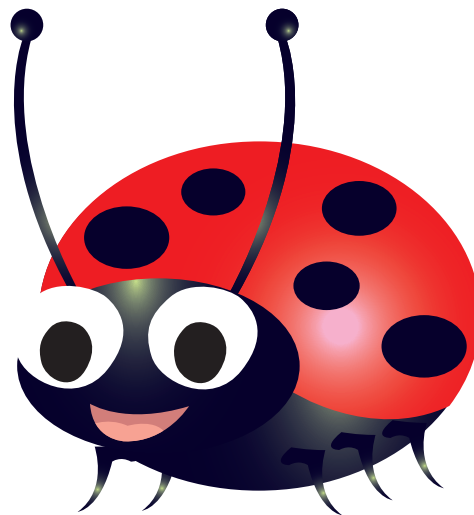
70

## Missing Letters

**Skill:** Recognizing the letters of the alphabet

**Directions:** Continue to help your child fill in the missing letters of the alphabet. Read each letter out loud to your child. When you come to a missing letter, pause and let your child identify which letter comes next. Ask him or her to write the missing letter on the line.

Write the missing letter.

R S T  VW  Y Z



## The Name Game

**Skill:** Recognizing the letters of the alphabet

**Directions:** Have your child write his or her first name on the line. Help your child write the name of a friend, sibling, or pet. Spell the name letter by letter. Have your child write each letter as you say it.

Write the letters.

**My name is**

---

---

---

**My friend's name is**

---

---

---

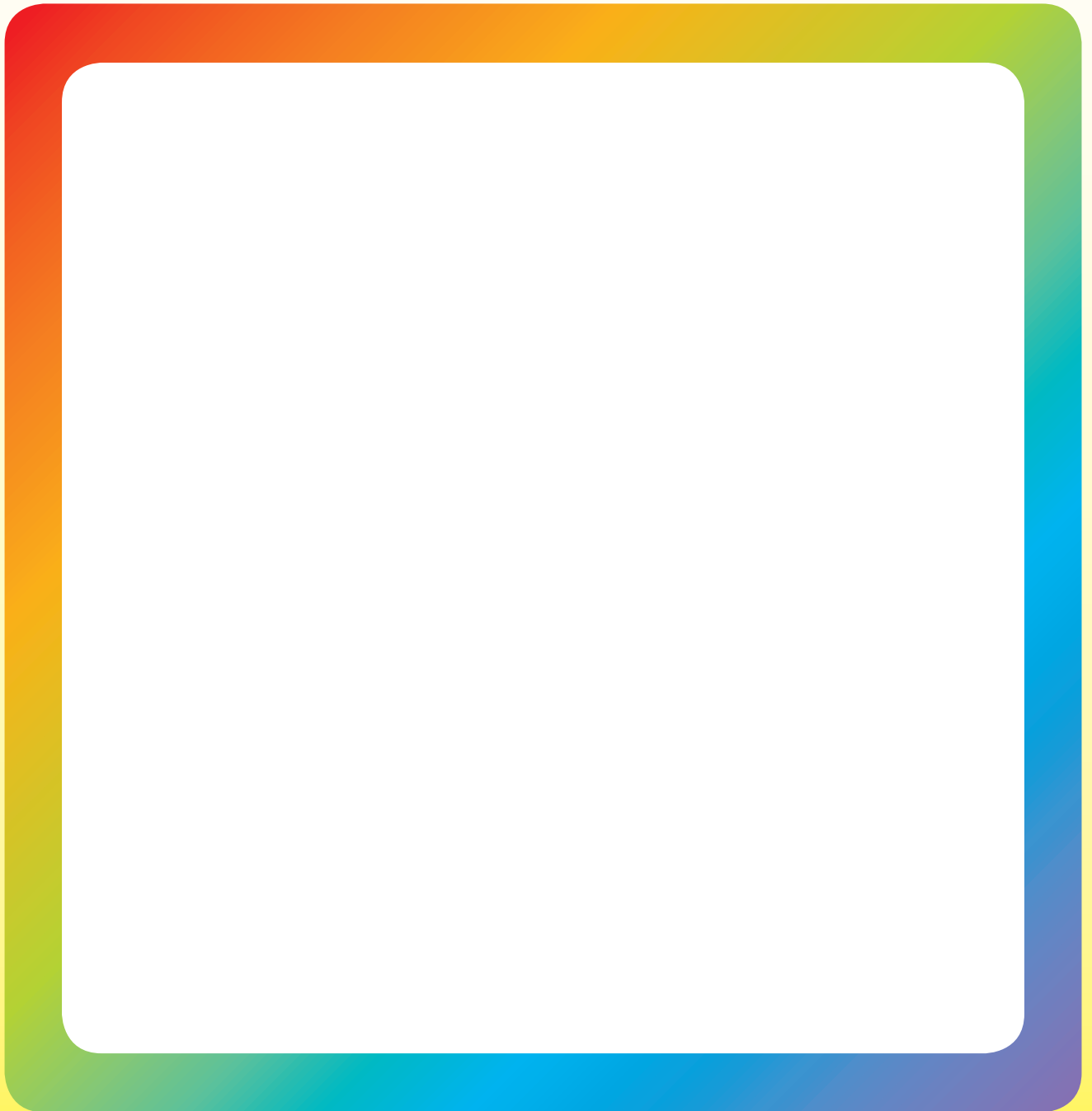


## Letter Collage

**Skill:** Recognizing the letters of the alphabet

**Directions:** Give your child several old magazines and newspapers. Have your child cut out his or her favorite letters. Encourage your child to glue the letters to the page to make a collage. Let the glue dry completely.

Cut out letters. Glue them to the page.



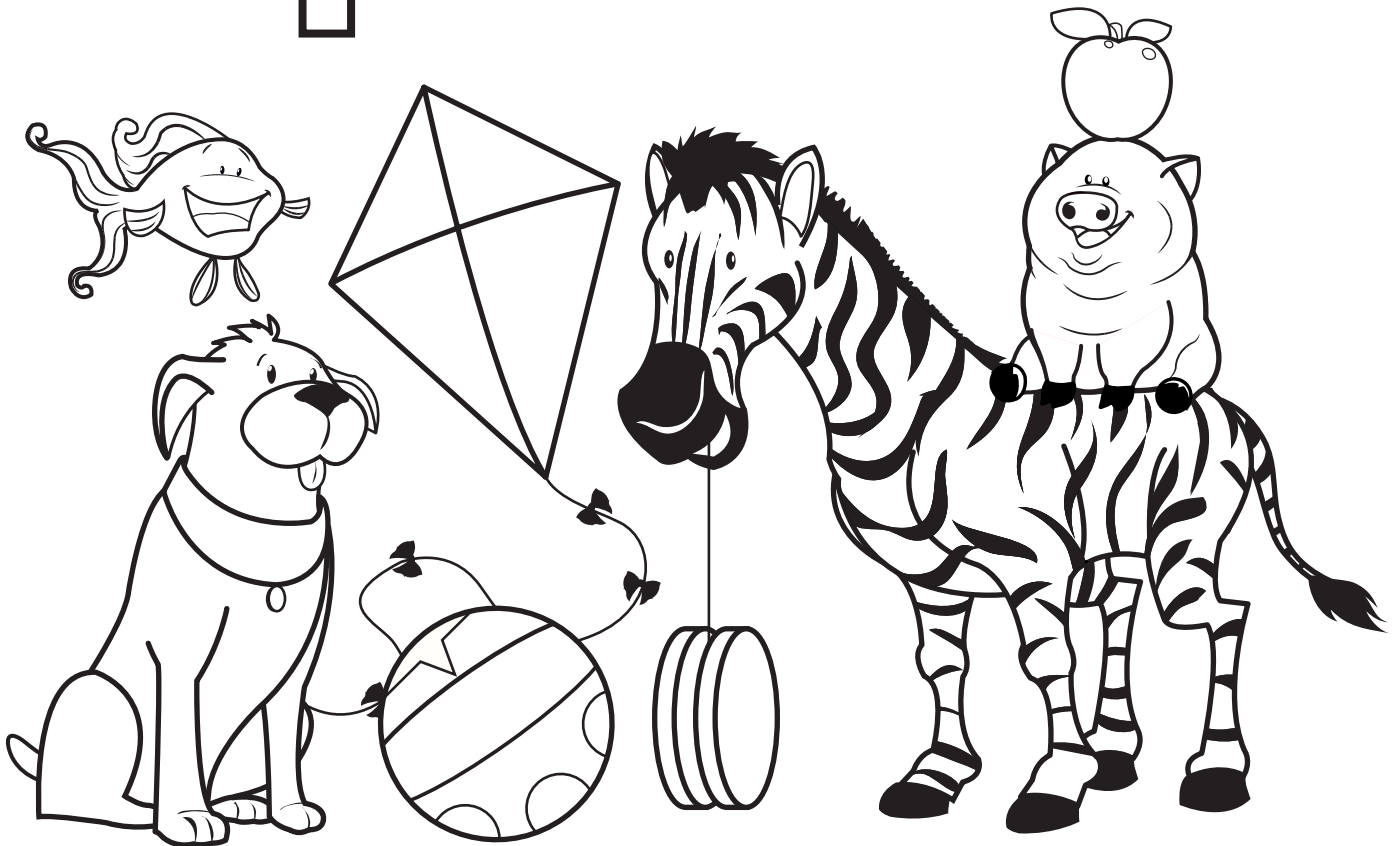
**ACTIVITY**  
73**Alphabet Coloring Page**

**Skill:** Recognizing the letters of the alphabet

**Directions:** Encourage your child to color the page his or her favorite colors. Sing the alphabet song with your child as he or she colors.

Color the page.

# I know my alphabet!





## Write and Wipe Activities

Your child can use the write-and-wipe board located at the back of this book to practice writing skills and to further develop fine motor control. Giving your child many opportunities to color, write, and draw will help your child develop confidence in his or her beginning writing skills.

At first, your child should be given opportunities to use the write-and-wipe board just to scribble. Children are amazed at what they can do with a dry erase marker and a write-and-wipe board. Give your child ample opportunities to explore this new activity. Then, introduce the next activity.



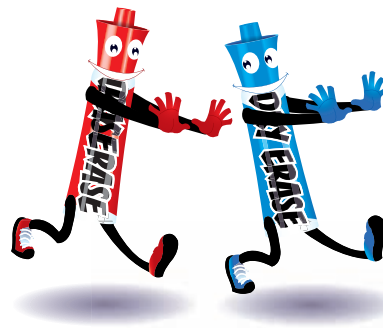
### Doodle Music

This exploration stage is a fun time to introduce Doodle Music. Choose a group of songs with distinct rhythms and tempos. For example, you might choose an upbeat children's song, a lullaby, marching music, and dance music. Tell your child to doodle while the music is playing. Play a portion of each type of music, changing the song about every 20 seconds or so. When the music tempo is fast, your child might color quickly. When the music slows, your child might color more slowly.



### Scribble Chasing

Another fun activity is Scribble Chasing. You will need two dry erase markers for this activity. The first person draws a path on the board for the second person to follow. Continue creating paths and chasing until the board is completely covered with scribbles. Swap places and play again. This game can also be played using more controlled line drawing. For example, the first person draws short, straight lines for the second person to follow. The game can continue with horizontal, vertical, and diagonal line drawing.

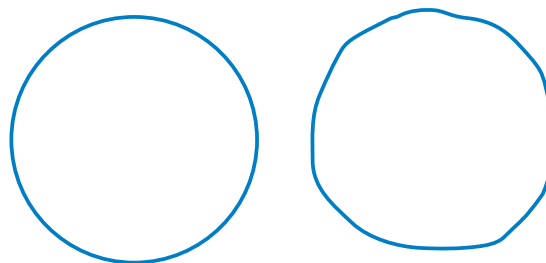


### Tracing Activities

Write your child's name or the individual letters of his or her name so he or she can trace over them. You can also draw circles, squares, or triangles for your child to trace. Remind your child that his or her drawing doesn't have to look exactly like your drawing.

### Side-By-Side Drawing

In Side-By-Side Drawing, you draw a shape or a line and your child tries to draw a copy next to the original drawing. Vertical lines, horizontal lines, diagonal lines, and simple shapes are the best drawings to use with a beginner.



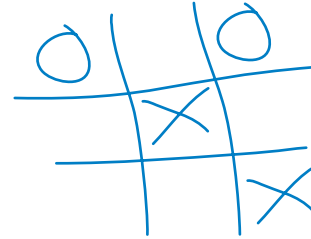
## Write and Wipe Activities

### Do-It-Yourself Dot-to-Dots

Have your child draw several dots on the board. Encourage your child to draw lines between the dots until they are all connected. Have your child take a look at his or her creation to see if he or she can see a picture.

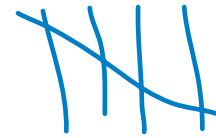
### Tic-tac-toe

Play a fun game of Tic-tac-toe! Work with your child to draw a tic-tac-toe board. Then, use the game to practice writing letters. Start with the classic “Xs” and “Os,” then use different letters or shapes.



### Tally Marks

Your child can use the board to keep track of the number of cars that drive by the window, the number of birds he or she hears chirping outside, or the number of stuffed animals he or she has. Model how you make a tally to keep track of a specific event. Depending on your child’s age, you can teach him or her how to make a diagonal line to represent the 5th tally mark.



### Phone Number Practice

It is never too early for your child to start learning his or her phone number. Write it on the write-and-wipe board. Have your child practice tracing over it or writing it underneath the number you wrote.

