

# Instant Practice Packets

# Alphabet

Ready-to-Go Activity Pages That Help Children Build Alphabet Recognition and Letter Formation Skills

Joan Novelli & Holly Grundon

Downloaded by Success Groups

DEF GHI JKL MNOP QRSTUVWXYZ **Aa**

Name: Ivan Date: Sept. 1

Write the letter **Aa**.

A A A A

a a a a a

A A A a

**Letter Walk**

Take a Letter Walk. Color each  with **A** or **a**.

A B C

t A S P

a u V a

ABCDEF GHIJKL MNOPQR **Aa**

Name: Ivan Date: \_\_\_\_\_

**Star Words** Write words with the letter **a**. Color the ☆ for each word.

☆ am

☆ and

**Animal ABCs** What am I? Write the letter **a** to spell my name.

I am an **a**lligator!



ABCDEF GHIJKL MNOPQRSTU VWX **Aa**

Name: Ivan Date: Sept. 1

Write the letter **Aa**.

A A A A A

a a a a a

A a A a A a

The letter **A** can look like this. Make a new **A**.

A A A A

The letter **a** can look like this. Make a new **a**.

a a a a

**Sign It!**



You can use hand shapes to make letters. Try making an **Aa!**

Sets the Stage for **Reading & Writing SUCCESS!**



**Instant Practice Packets**

# **Alphabet**

**Joan Novelli & Holly Grundon**

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**Teaching**  
*Resources*

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## Alphabet Packets

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Bb . . . . .	15	Oo . . . . .	67
Cc . . . . .	19	Pp . . . . .	71
Dd . . . . .	23	Qq . . . . .	75
Ee . . . . .	27	Rr . . . . .	79
Ff . . . . .	31	Ss . . . . .	83
Gg . . . . .	35	Tt . . . . .	87
Hh . . . . .	39	Uu . . . . .	91
Ii . . . . .	43	Vv . . . . .	95
Jj . . . . .	47	Ww . . . . .	99
Kk . . . . .	51	Xx . . . . .	103
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## Supplemental Reproducible Activity Pages

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# Introduction

**W**hen five-year old Luisa writes her name, she proudly announces each letter in turn and carefully adds a curlicue for good measure. “It’s cursive,” she explains. Luisa recognizes that these lines and shapes are something special and delights in her growing knowledge of the alphabet. As Luisa continues to learn about letters, she will develop the alphabet recognition skills that are essential for learning to read. Luisa is happily on her way to becoming a reader and building a strong foundation that predicts future school success.



## TEACHING TIP

Pages 1 and 2 of each packet feature letter-formation practice. For children who are left-handed, consider writing the target letter at the end (right side) of each practice line to provide a model they can easily see as they trace and write the letters.

Alphabet recognition—knowing the names for letters and the sounds they represent—begins for many young children with the familiar song, “A, B, C, D, E, F, G. . . .” As children sing the alphabet song again and again, they learn the letter names, an important first step for alphabet recognition. But children also need to learn the printed form of each letter (uppercase and lowercase, in and out of sequence) and the most frequent sound each letter represents. Research shows that speed and accuracy are two important factors in alphabet recognition. Children who can recognize letters with speed and accuracy can more efficiently focus on sound-letter relationships as they learn to read (Adams, 1990; as cited in Blevins, 2006). Over-learning the letters—their names, shapes, and sounds—is recommended for achieving this goal.

*Instant Practice Packets: Alphabet* provides the repeated practice children need to thoroughly learn the letters of the alphabet. These ready-to-go, reproducible packets—one for each letter—are designed to help children build a foundation for early reading success. The format and sequence of activities on the pages support children in working independently.

In addition to letter recognition activities, opportunities to practice letter formation are an important component of each packet. In writing letters of the alphabet, children begin to notice the different features of letters (such as height, straight and curved lines, intersecting lines, and loops), which “significantly helps letter recognition” (Clay, 2002, 2006). From tracing and writing letters to turning them into works of art, letter formation activities are built into each page. Additional highlights for each packet include:

- multisensory activities that reflect research about the way young children learn—for example, the hand-sign component of each packet adds a kinesthetic connection
- activities that provide necessary practice with letter recognition in isolation as well as in the context of words
- key pictures and words that help children learn letter-sound relationships
- predictable text that features each target letter to help children take the next step in becoming readers
- kid-friendly layouts that keep interest high

## Teaching With the Alphabet Packets

The packets in this book are organized in alphabetical order, but can be used in any sequence to meet your instructional needs. To prepare the packets for use, photocopy the pages and staple to bind. Introduce the packets by “walking” through each page with children. Review each activity and model how to complete it. The packets allow children to work at their own pace, and taking time in advance to review directions will facilitate their independence. Following is an overview of each page.

**PAGE 1:** The first page of each packet introduces the target letter and provides guided practice with letter formation. In addition, children explore different letter styles (through a variety of fonts) and take a turn creating a letter style all their own! (Encourage creativity as children



Research shows that “supporting literacy and language skills in the first language provides a base for successful literacy development in the second language” (Snow, Burns, & Griffin, 1998, as cited by Northwest Regional Educational Laboratory, 2005). One way to implement that strategy using the packets is to give English Language Learners opportunities to teach others how to say the letter names and words for pictures in their first language.



## TEACHING TIP

*Instant Practice Packets: Alphabet* offers effective support for Response to Intervention (RTI). For example, children who do not have adequate knowledge of the alphabet and therefore struggle academically with reading may benefit from the systematic approach the packets provide—from letter-writing practice that draws attention to important features of each letter to picture-word combinations that reinforce letter-sound relationships. Additionally, the formatted practice pages make it easy for these learners to focus on specific skills.

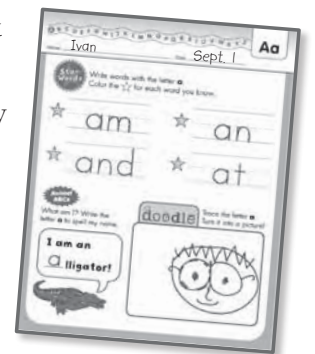
“design” a new way to write the letter.) They also learn that hand signs are another way to form letters and can practice making the hand sign for the target letter. This kinesthetic component helps further reinforce children’s letter learning experiences.

**PAGE 2:** The top section of this page gives children continued practice in letter-writing. At the bottom, children take a “Letter Walk,” which engages them in noticing similarities and differences among letters as they identify uppercase and lowercase examples of the target letter along a path.

**PAGE 3:** With an alphabet-book-like setup, this page features pictures and words that help children learn the sound commonly associated with the target letter. Children trace the letter and write it to complete the word for each picture. To reinforce sound-letter relationships, encourage children to say the name for each letter as they trace or write it and the word for the picture. In the final section on this page, children draw their own picture to represent the letter and write (or dictate) the word. Note: *In the case of the letter x, the pictures on page 3 illustrate words in which x appears as a final consonant.*

*(Words with x at the beginning are generally too advanced for this purpose.)*

**PAGE 4:** “Star Words” introduces children to words that begin with (or end with, in the case of the letter x) the target letter, including many from sight-word vocabulary lists (such as Dolch and Fry). Children trace the letters to spell four words, then color the stars to show which of those words they can read. As an extension, you might build a wall chart of the Star Words from each packet. To use the chart, point out and read the words with children frequently to support acquisition of sight-word vocabulary. Other features on this page include “Animal ABCs” and “doodle.” With Animal ABCs, children practice writing the target letter to complete the name of an animal. The predictable text in this activity encourages early reading skills. The doodle activity invites children to form the letter, then have fun transforming it into a picture. This exercise encourages a playfulness that motivates further learning.

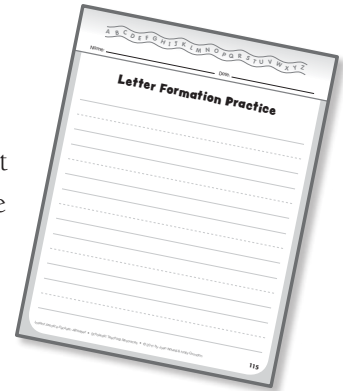


# Using the Supplemental Reproducible Activity Pages

The supplemental activities (pages 115–128) are designed to provide the repetition children need to strengthen alphabet recognition skills. A review of these pages, along with suggestions for teaching with the activities, follows.

## Letter Formation Practice Template (page 115)

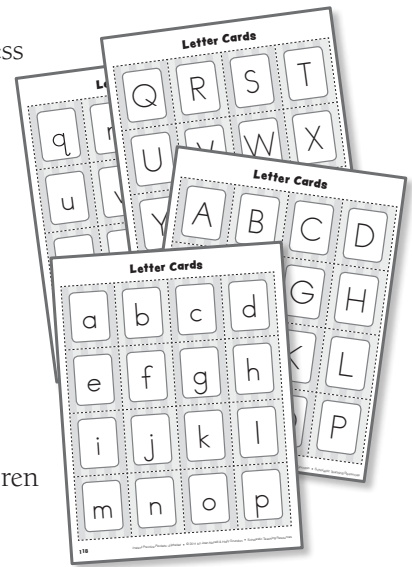
Customize this page to provide additional letter-writing practice for up to five different letters. First, photocopy the page and write the target letter at the beginning of the line to provide a model for children. Then make copies for children to complete.



.....

## Letter Cards (pages 116–119)

Copy and laminate sets of these uppercase and lowercase letter cards for an endless variety of activities that will actively engage children in learning the alphabet. Suggestions follow.



**Letter Buddies:** Copy the uppercase letter cards; leave the page intact. Copy the lowercase letter cards and cut them apart. Mix up the lowercase letters and have children match each card to the corresponding uppercase letter. Alternately, have children match the uppercase letter cards to an intact page of lowercase letters.

**Big and Little Letter Match:** Have children use the cards to play Concentration. Pre-select and cut out a set of 8–10 uppercase and lowercase letter pairs for children to match in the game. (Using the entire set of cards may be too challenging for some children.)

**Alphabet Soup:** Copy and cut apart a set of uppercase and lowercase letter cards. Label two paper bowls (on the inside) “BIG LETTERS” and “little letters.” Write a few uppercase and lowercase letters on each bowl to provide visual support. Mix up the uppercase and lowercase letter cards and have children sort them into the corresponding bowls.

**Letter Line Up:** Provide either a set of uppercase or lowercase letter cards. Mix up the cards and have children line them up in alphabetical order. Children can work with a partner, taking turns to find each letter. If they like, they can use a one-minute (or more) timer



and see how many cards they can place in alphabetical order before time runs out (and with continued practice, notice how that number grows). Encourage children to sing the alphabet song as they work to help figure out which letter comes next.

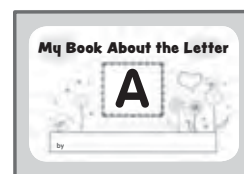
**Before and After:** Copy two sets of cards (either uppercase or lowercase), each on a different color paper. Spread out one set of cards faceup on a table. Shuffle the second set and stack the cards facedown. Have children take turns selecting the top card from the stack, placing it faceup, naming the letter, then searching the cards that are spread out to find the letter that comes before and the letter that comes after it. (For A and Z, children can find the two letters that come immediately after or before). When finished, children return the “before and after” cards to the table and place the card from the stack to the side.



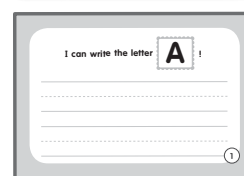
## Alphabet Mini-Book (pages 120-122)

This interactive mini-book is designed to extend learning for each packet. To prepare the mini-book, write the target letter in the box provided on the cover and on pages 1–3 before making copies for children. Cut apart the mini-book pages and arrange them in order, then staple to bind. Suggestions for teaching with each page follow.

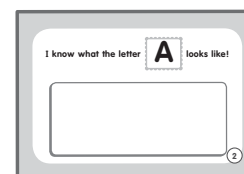
**COVER:** Have children write their name in the space at the bottom, then color the picture if they wish.



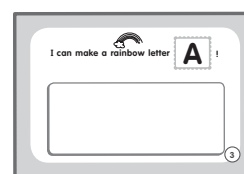
**PAGE 1:** This page provides letter formation practice. Write tracing letters as needed at the beginning of each practice line. Give children a star sticker (or stamp) to place next to their best letter.



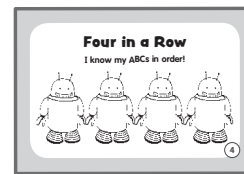
**PAGE 2:** This activity helps children learn to recognize letters that appear in different fonts, sizes, and colors. To complete the page, have children search for examples of the target letter in magazines, newspapers, and old workbook pages. Have them cut out the letters and glue them in the box to create a letter collage.



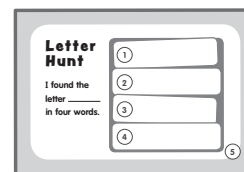
**PAGE 3:** Have children write a large version of the letter in the center of the big box. Model how to trace the letter in one color, then write the letter again with three more colors, each time tracing closely around the outside of the previous color to create a “rainbow.”



**PAGE 4:** The activity on this page strengthens alphabet and sequencing skills. To prepare, write the target letter in one of the four boxes, keeping in mind that children will fill in the letters that come just before and/or after. For example, if the target letter is A, write the letter A in the first box. Children will then write the next three letters. If the target letter is Z, write that letter in the last box so that children can fill in the preceding three letters. You can write target letters such as D, E, and F in any of the boxes since there are at least three letters before and after that children can fill in. [Note: You might program this page before making copies for children.]



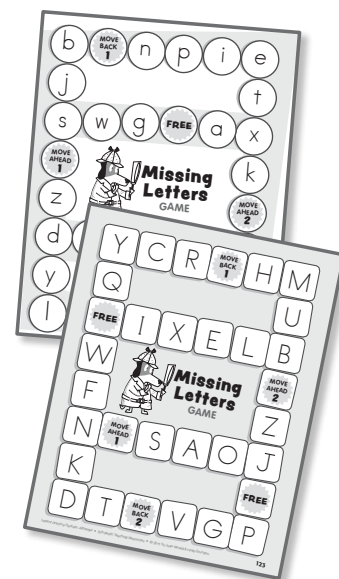
**PAGE 5:** This activity helps children make a connection between letters and words, as they hunt for words that contain the target letter and copy them onto the page. After children complete their mini-books, read the words on this page together to reinforce sound-letter associations.



## Missing Letters Game (pages 123-127)

This write-and-erase game provides the repetition children need to learn to recognize and write the letters of the alphabet. Two versions of the game board offer practice separately for both uppercase and lowercase letter forms. Children may play the game independently, with a partner, or with a small group (up to four players). Follow the steps outlined below to prepare the game for use. (For materials and directions for play, see page 125.)

1. Copy the game boards on pages 123 and 124 (enlarge first if desired). Color each game board for added visual appeal, then laminate.
2. Make multiple copies of the game directions, game cards, and the blank game card template (pages 125–127). Laminate the directions and at least four game cards for each game set. (Each player needs a game card, but the cards do not have to be different.) Use the game card template to create new game cards as desired.
3. When not in use, store materials for each game set in a large resealable bag.



## Alphabet Hand Signs Mini-Poster (page 128)

This reproducible mini-poster revisits the hand signs featured in each packet to provide children with a complete set of the alphabet. Children can practice each hand sign in turn as they sing the alphabet song and use the hand signs to finger spell familiar words, such as their names. Display the mini-poster in the classroom or make an individual copy for each child.



# Connections to the Standards

The activities in this book are designed to support you in meeting the following standards, as outlined by Mid-continent Research for Education and Learning (McREL), an organization that collects and synthesizes national and state curriculum standards—and proposes what teachers should provide for their students to become proficient in language arts, among other curriculum areas.

## Common Core State Standards

The activities in this book also correlate with the English Language Arts standards recommended by the Common Core State Standards Initiative, a state-led effort to establish a single set of clear educational standards whose aim is to provide students with a high-quality education. At the time this book went to press, these standards were still being finalized.

To learn more, go to [www.corestandards.org](http://www.corestandards.org).

### Uses the general skills and strategies of the reading process

- Knows that print and written symbols convey meaning and represent spoken language
- Understands the differences between letters, numbers, and words and knows the significance of spaces between words
- Understands that illustrations and pictures convey meaning
- Knows that print is read from left to right, top to bottom, and that books are read front to back
- Understands level-appropriate sight words and vocabulary (e.g., words for persons, places, things, actions, and feelings; words that appeal to the senses; high-frequency words such as *said*, *was*, and *where*)
- Knows uppercase and lowercase letters of the alphabet and their associated sounds

### Uses the general skills and strategies of the writing process

- Knows that writing, including pictures, letters, and words, communicates meaning and information
- Uses knowledge of letters to write or copy familiar words
- Uses writing tools and materials, such as pencils and crayons

Source: Kendall, J. S., & Marzano, R. J. (2004). *Content knowledge: A compendium of standards and benchmarks for K–12 education*. Aurora, CO: Mid-continent Research for Education and Learning. Online database: <http://www.mcrel.org/standards-benchmarks/>

## References & Resources

Blevins, W. (2006). *Phonics from A to Z* (2<sup>nd</sup> ed.). New York: Scholastic.

Clay, M. M. (2002, 2006). *An observation survey of early literacy achievement* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann.

Northwest Regional Educational Laboratory (2005). “Focus on effectiveness.” Retrieved January 10, 2011 from <<http://www.netc.org>>.

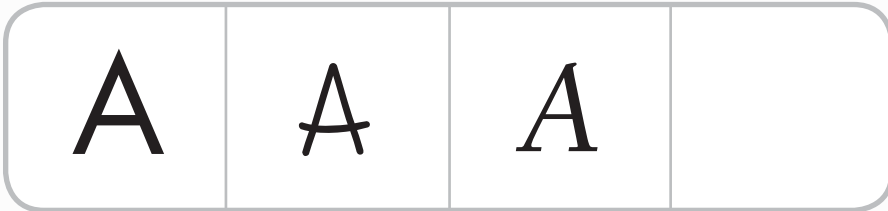
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Aa**.



The letter **A** can look like this.

Make a new **A**.



The letter **a** can look like this.

Make a new **a**.



**Sign It!**




You can use hand shapes to make letters.  
Try making an **Aa**!

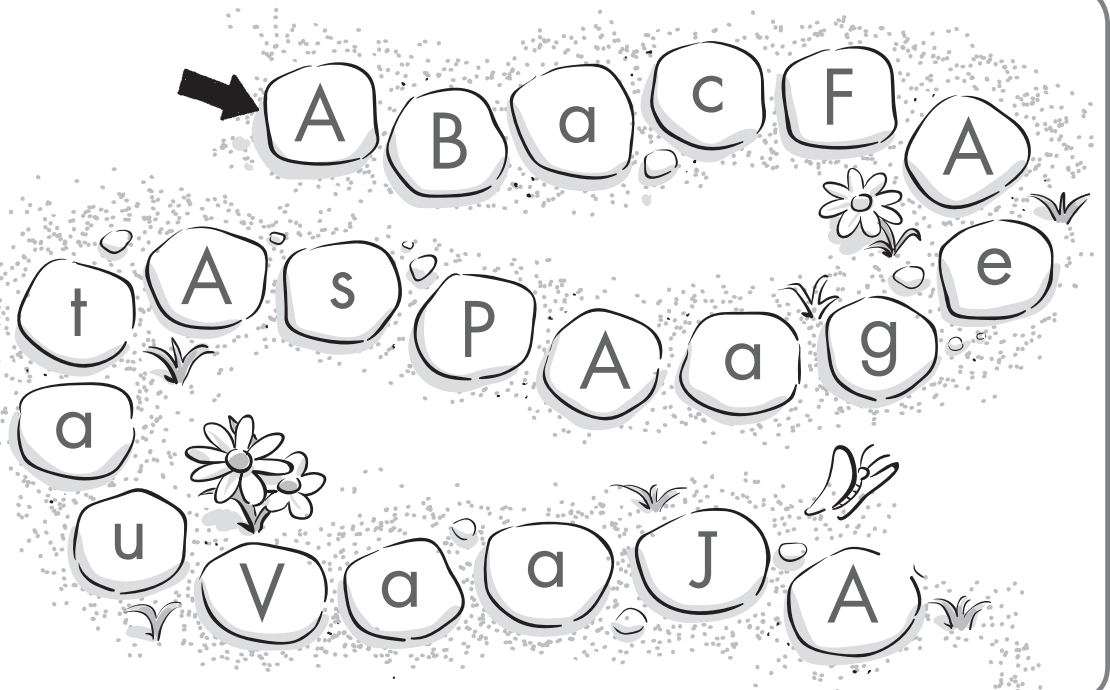
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Aa**.



**Letter Walk** 

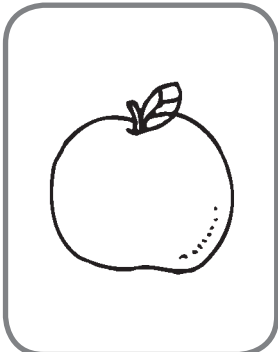
Take a Letter Walk. Color each  with **A** or **a**.




Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Aa  ant

Aa  \_\_\_\_\_pple

Aa  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Write words with the letter **a**.

Color the ☆ for each word you know.



am



an



and



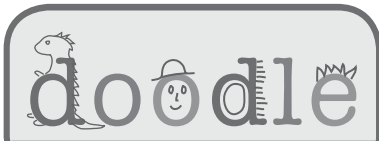
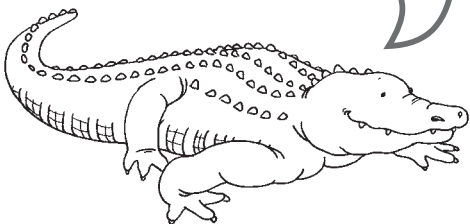
at



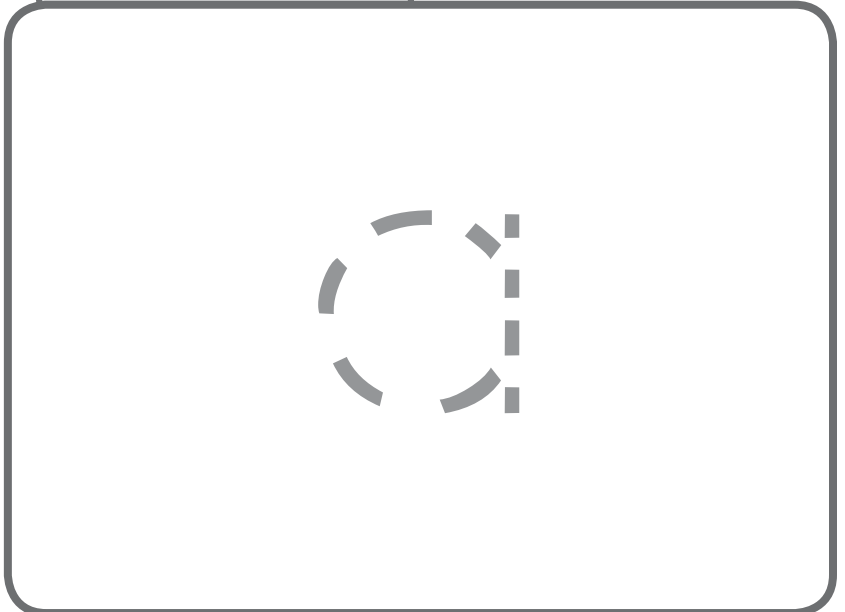
What am I? Write the letter **a** to spell my name.

I am an

\_\_\_\_\_lligator!



Trace the letter **a**.  
Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Bb**.



The letter **B** can look like this.

Make a new **B**.



The letter **b** can look like this.

Make a new **b**.



**Sign It!**



You can use hand shapes to make letters. Try making a **Bb**!




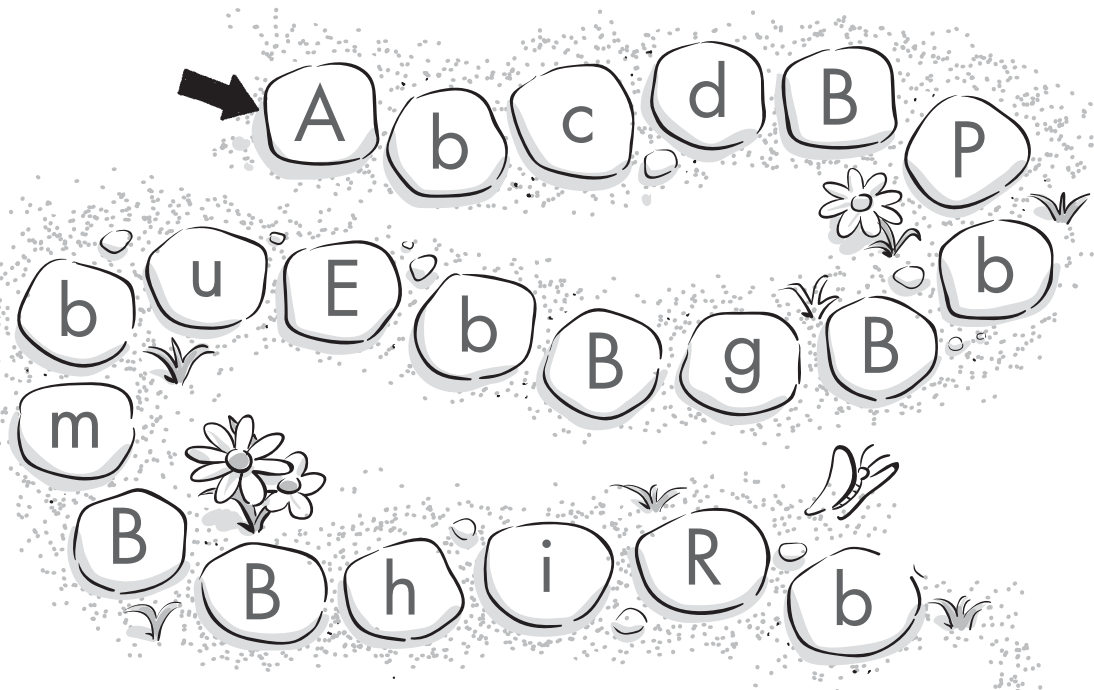
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Bb**.




**Letter Walk** 

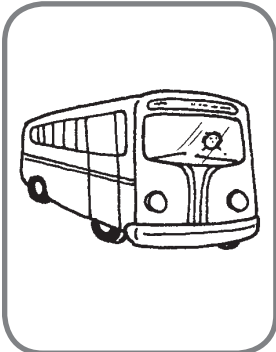
Take a Letter Walk. Color each  with **B** or **b**.




Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Bb  barn

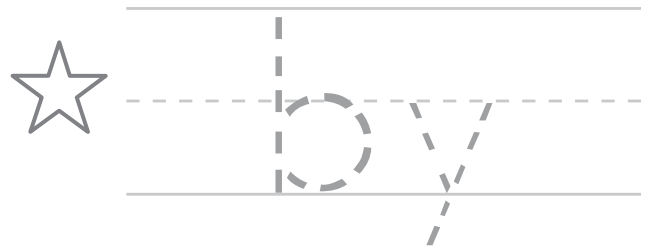
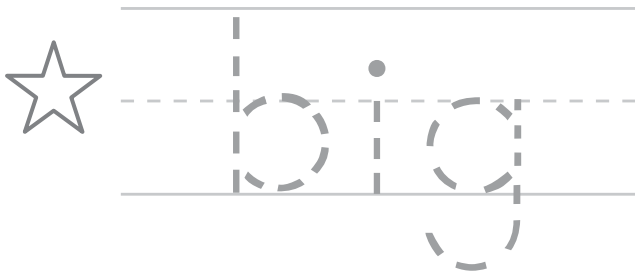
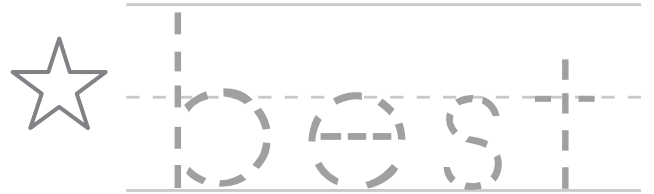
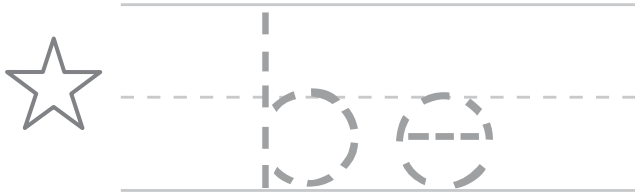
Bb  \_\_\_\_\_ us

Bb  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

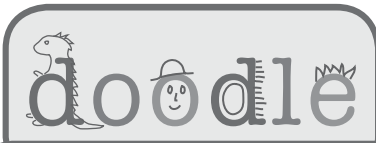


Write words with the letter **b**.  
Color the ☆ for each word you know.

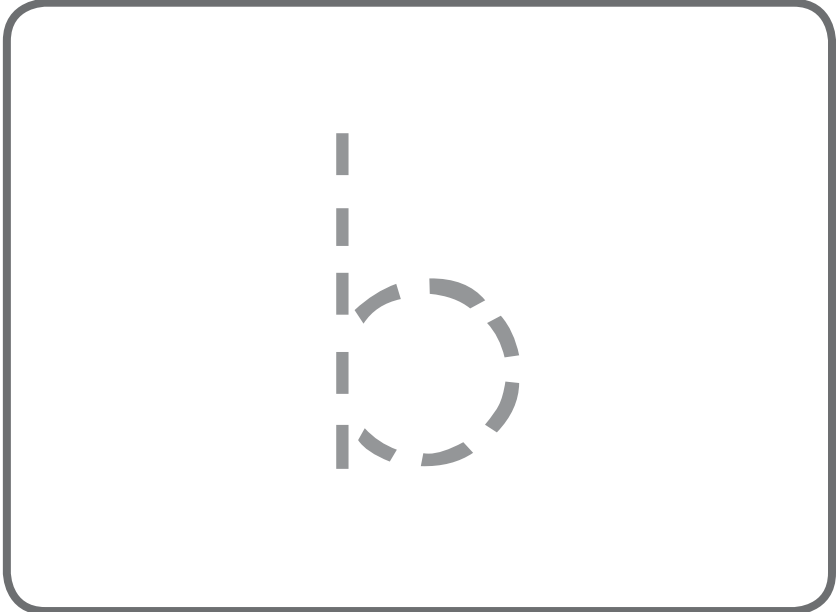


What am I? Write the letter **b** to spell my name.

**I am a**  
\_\_\_\_ **utterfly!**



Trace the letter **b**.  
Turn it into a picture!



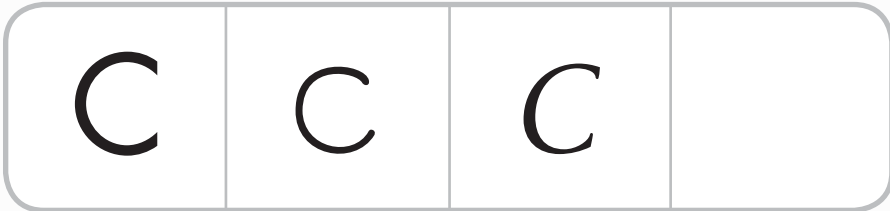
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Cc**.



The letter **C** can look like this.

Make a new **C**.

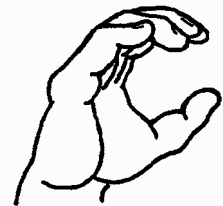


The letter **c** can look like this.

Make a new **c**.



**Sign It!**




You can use hand shapes to make letters. Try making a **Cc**!

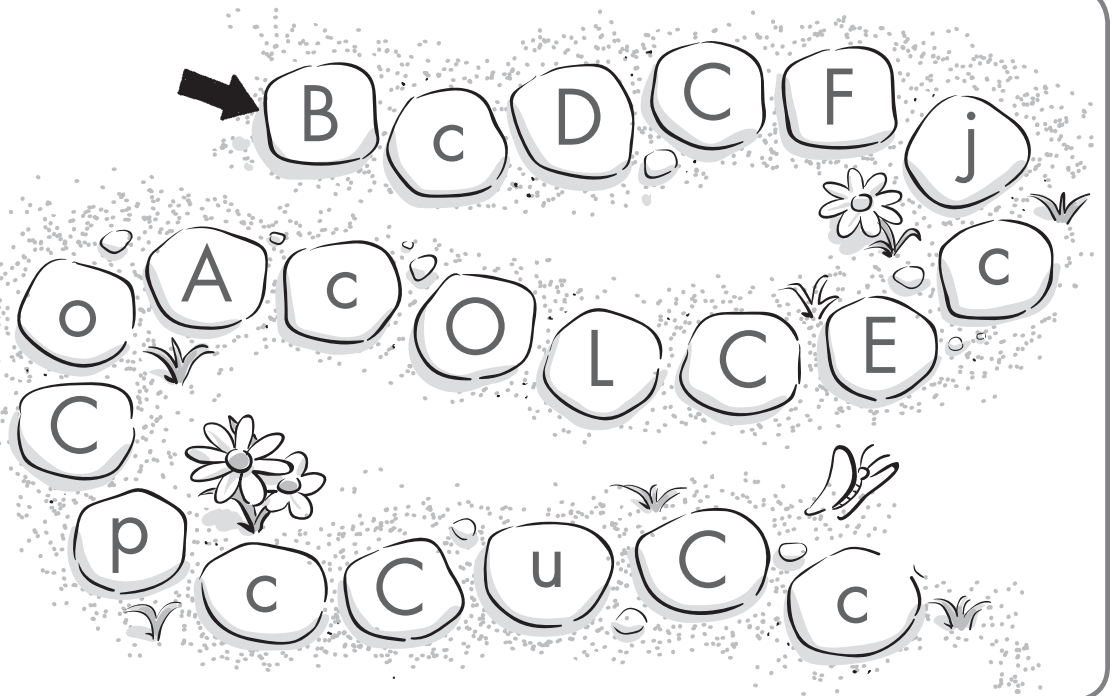
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Cc**.



**Letter Walk** 

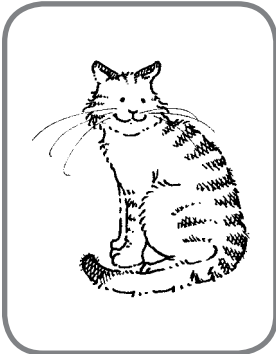
Take a Letter Walk. Color each  with **C** or **c**.




Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Cc  c ake

Cc  \_\_\_\_\_ at

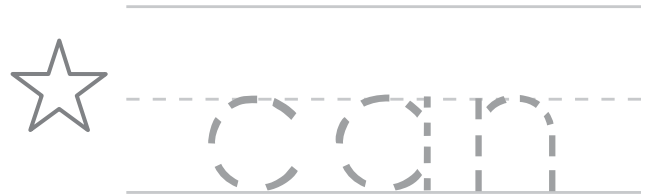
Cc  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



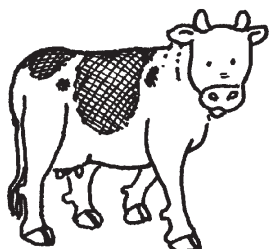
Write words with the letter **c**.

Color the ☆ for each word you know.

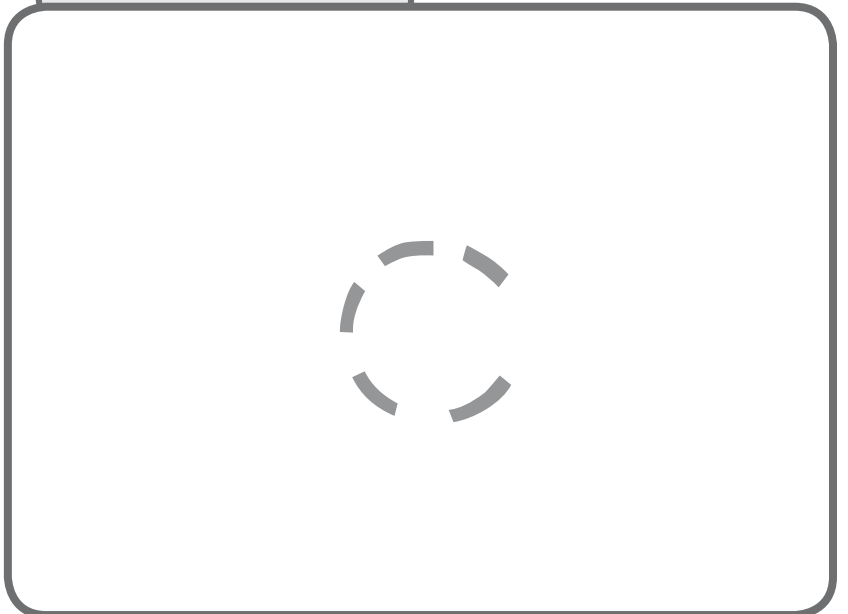


What am I? Write the letter **c** to spell my name.

I am a  
 \_\_\_\_\_  
 ow!



Trace the letter **c**.  
 Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Dd**.



The letter **D** can look like this.

Make a new **D**.



The letter **d** can look like this.

Make a new **d**.



**Sign It!**



You can use hand shapes to make letters. Try making a **Dd**!



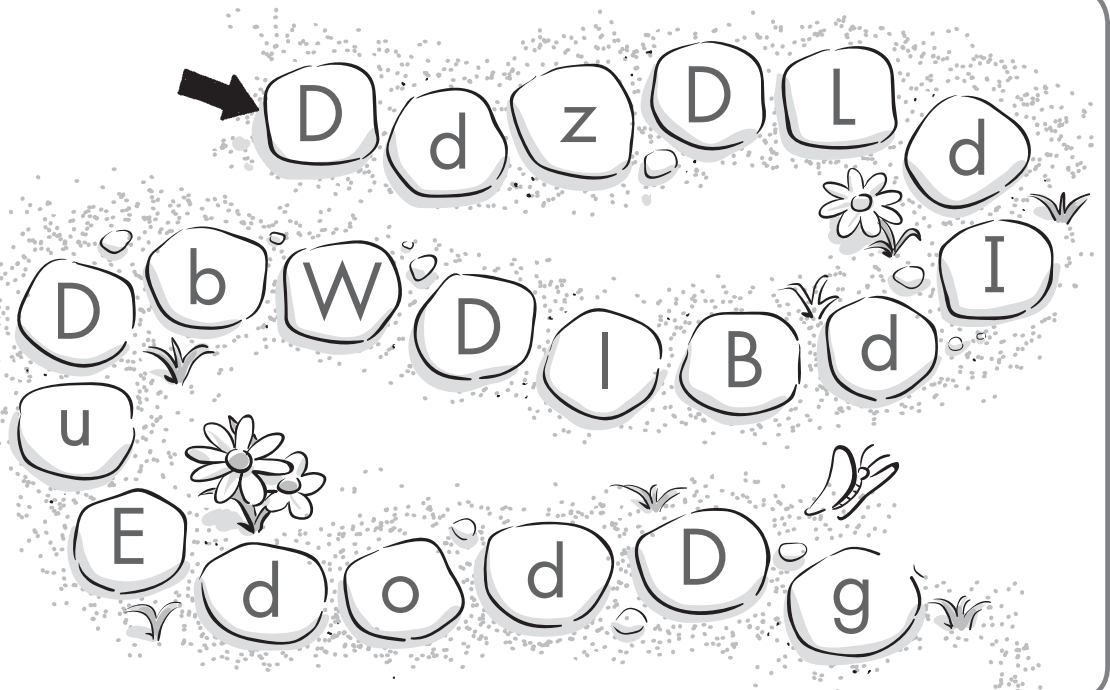
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Dd**.



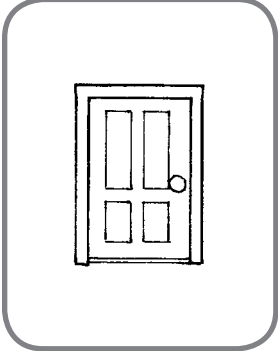
**Letter Walk** 

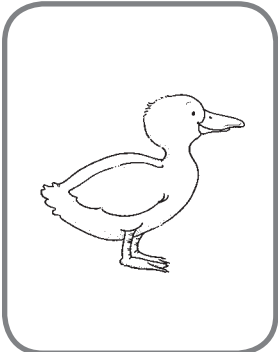
Take a Letter Walk. Color each  with **D** or **d**.

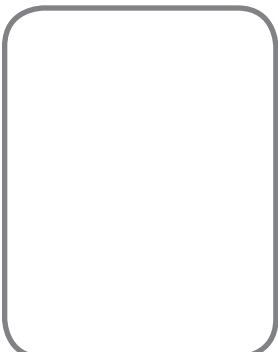


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Dd  door

Dd  \_\_\_\_\_ uck

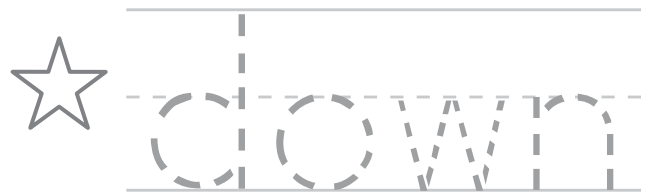
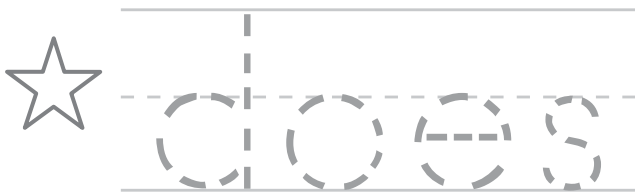
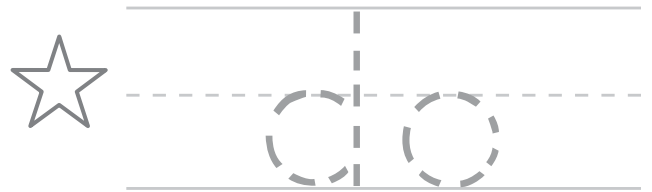
Dd  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



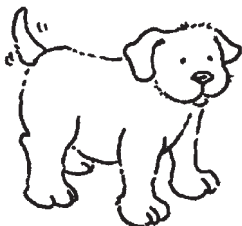
Write words with the letter **d**.

Color the ☆ for each word you know.



What am I? Write the letter **d** to spell my name.

**I am a**  
 \_\_\_\_\_ **og!**



Trace the letter **d**.  
 Turn it into a picture!



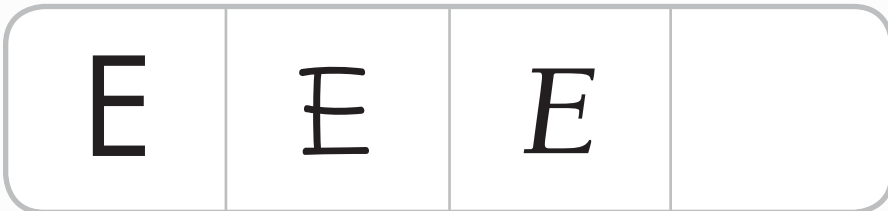
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Ee**.



The letter **E** can look like this.

Make a new **E**.



The letter **e** can look like this.

Make a new **e**.



**Sign It!**




You can use hand shapes to make letters. Try making an **Ee**!

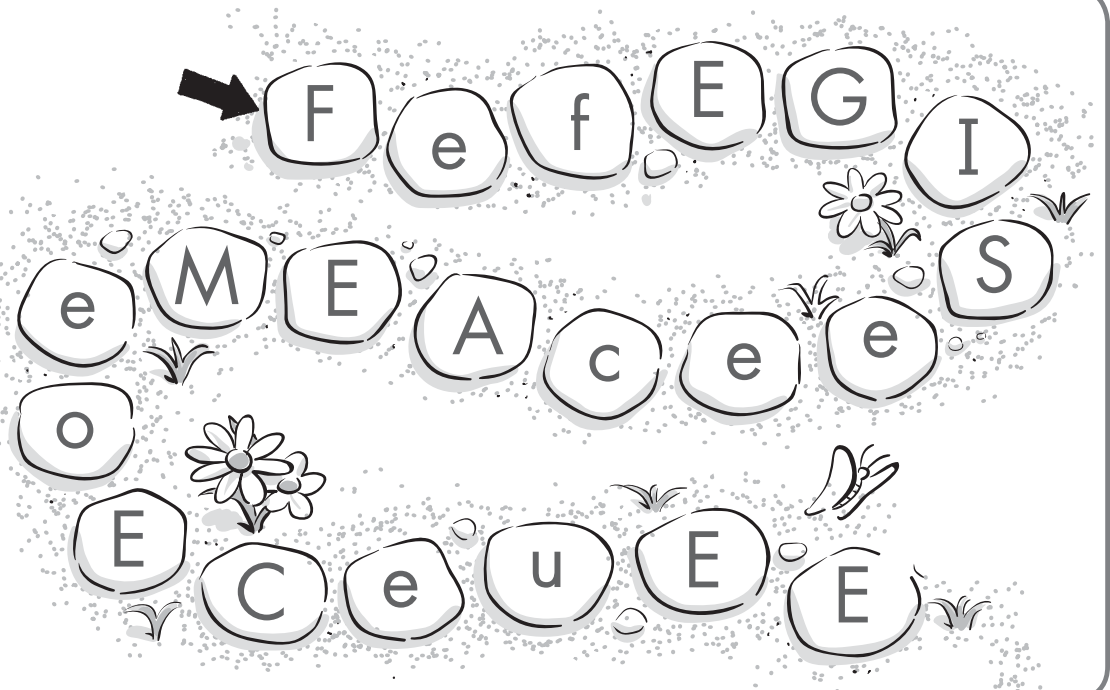
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Ee**.



**Letter Walk** 

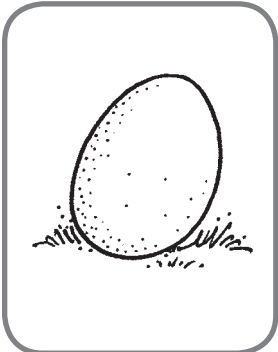
Take a Letter Walk. Color each  with **E** or **e**.

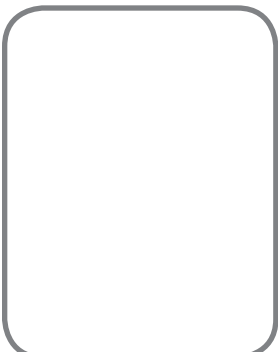


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

E e  ear

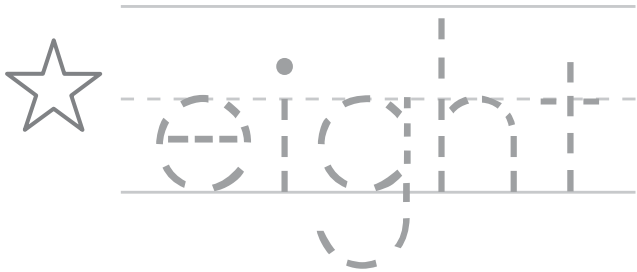
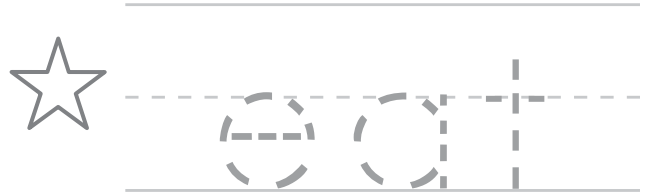
E e  \_\_\_\_\_ gg

E e  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

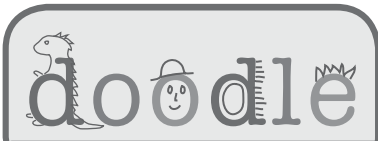
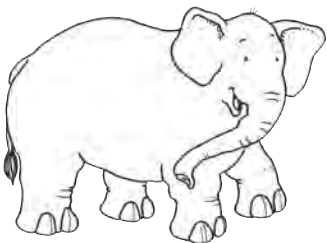


Write words with the letter **e**.  
Color the ☆ for each word you know.

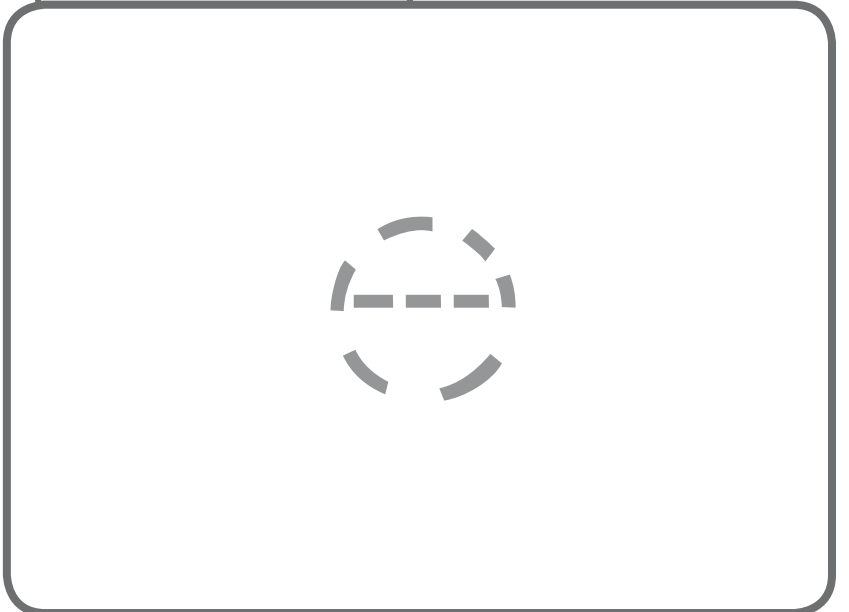


What am I? Write the letter **e** to spell my name.

**I am an**  
\_\_\_\_\_ **lephant!**



Trace the letter **e**.  
Turn it into a picture!



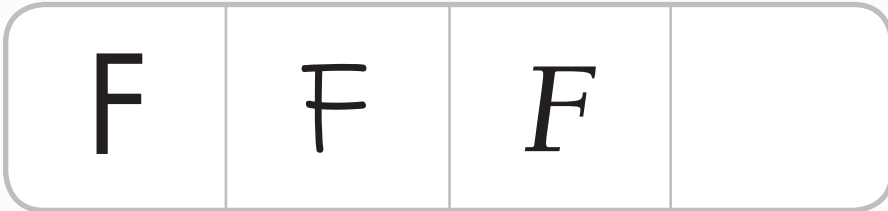
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Ff**.



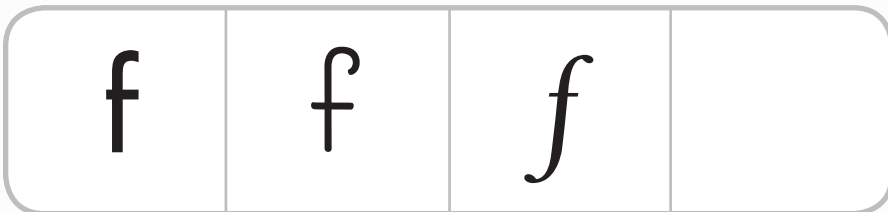
The letter **F** can look like this.

Make a new **F**.

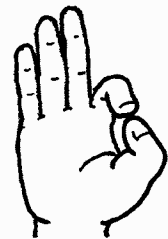


The letter **f** can look like this.

Make a new **f**.



**Sign It!**



You can use hand shapes to make letters. Try making an **Ff**!




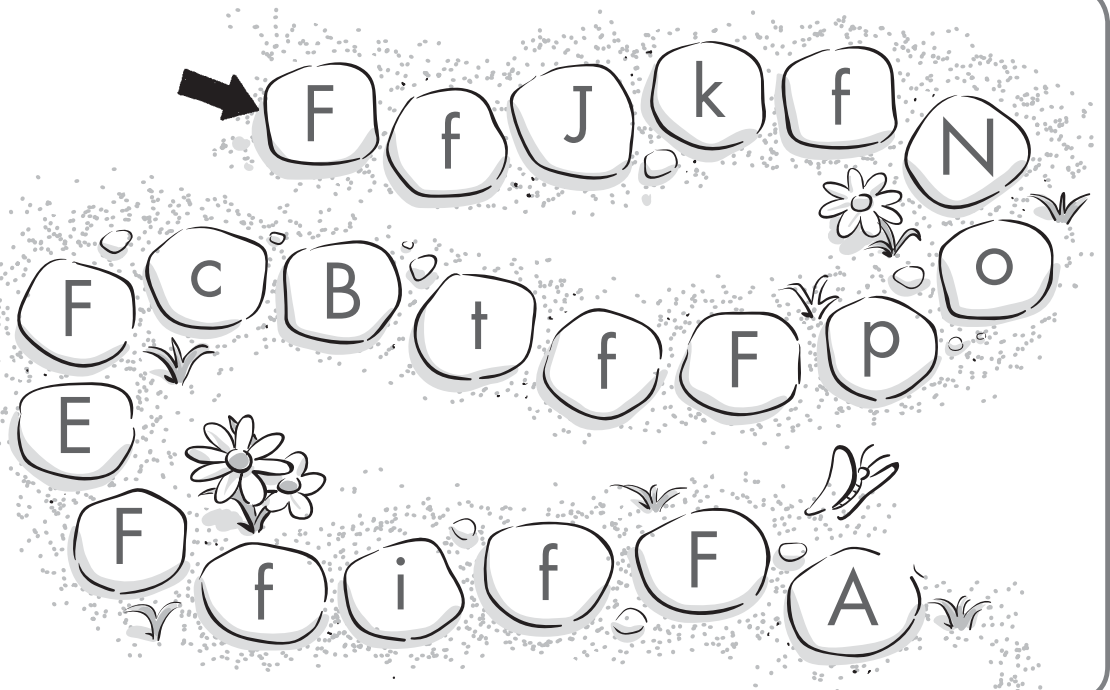
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Ff**.



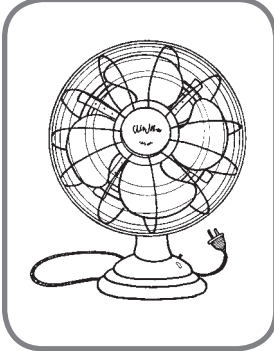
**Letter Walk** 

Take a Letter Walk. Color each  with **F** or **f**.

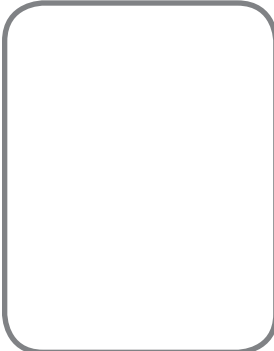


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Ff  fan

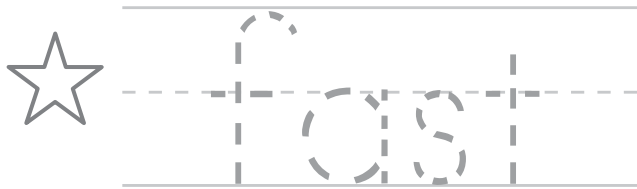
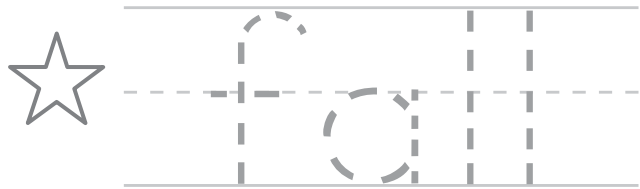
Ff  \_\_\_\_\_ive

Ff  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

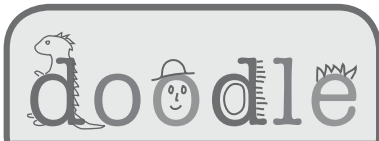
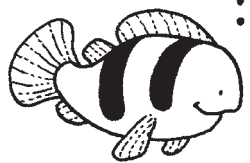


Write words with the letter **f**.  
Color the ☆ for each word you know.

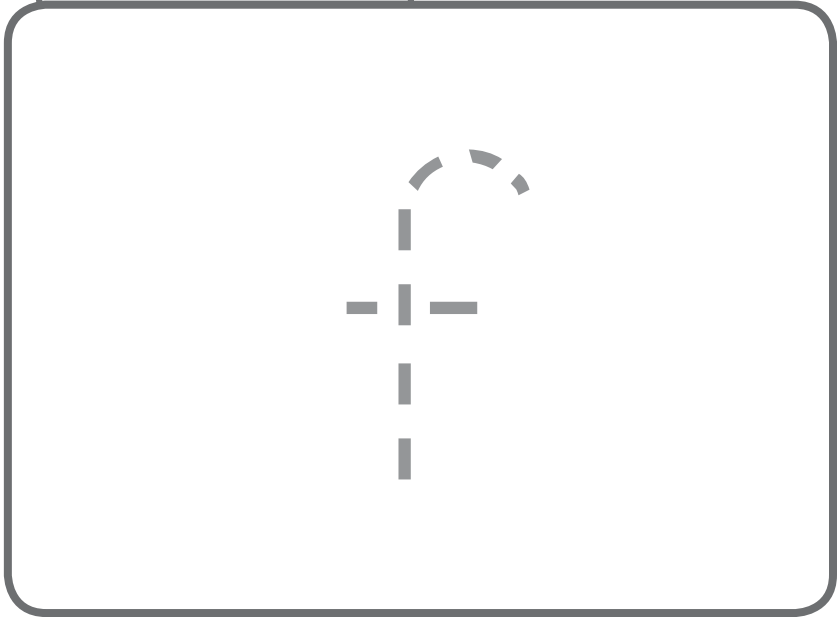


What am I? Write the letter **f** to spell my name.

**I am a**  
**\_\_\_ ish!**



Trace the letter **f**.  
Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Gg**.



The letter **G** can look like this.

Make a new **G**.



The letter **g** can look like this.

Make a new **g**.



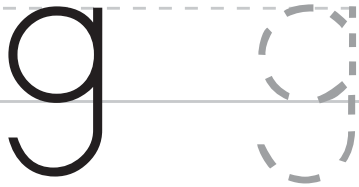
**Sign It!**




You can use hand shapes to make letters. Try making a **Gg**!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Gg**.



**Letter Walk** 


Take a Letter Walk. Color each  with **G** or **g**.

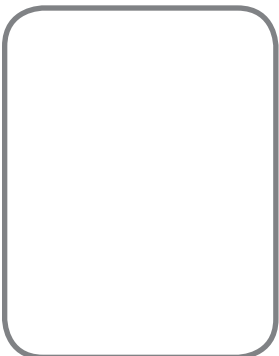


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Gg  gate

Gg  \_\_\_\_\_ irl

Gg  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Write words with the letter **g**.

Color the ☆ for each word you know.



gave



get



go



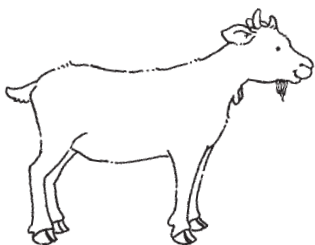
good



What am I? Write the letter **g** to spell my name.

I am a

\_\_\_\_\_ oat!



Trace the letter **g**.  
Turn it into a picture!

g

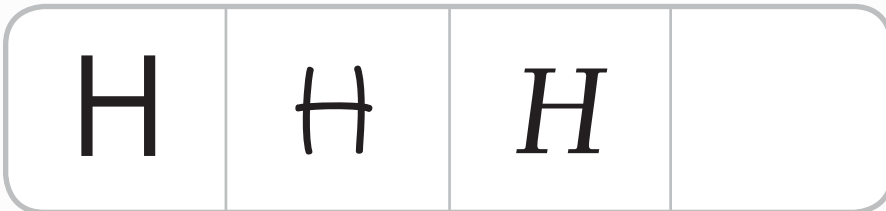
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Hh**.



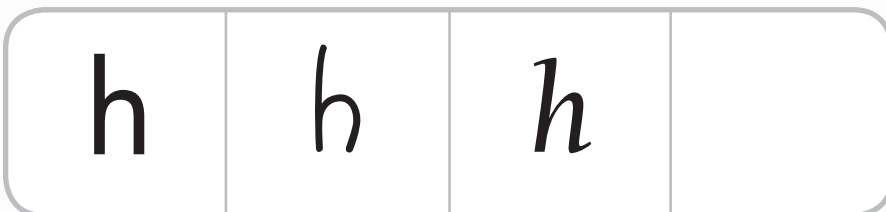
The letter **H** can look like this.

Make a new **H**.

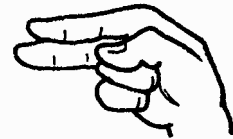


The letter **h** can look like this.

Make a new **h**.



**Sign It!**



You can use hand shapes to make letters.  
Try making an **Hh**!




Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Hh**.



**Letter Walk** 

Take a Letter Walk. Color each  with **H** or **h**.

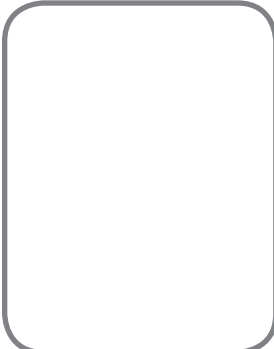


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Hh  hat

Hh  \_\_\_\_\_ ouse

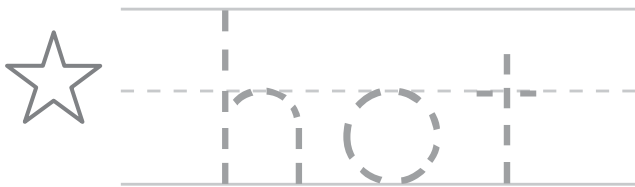
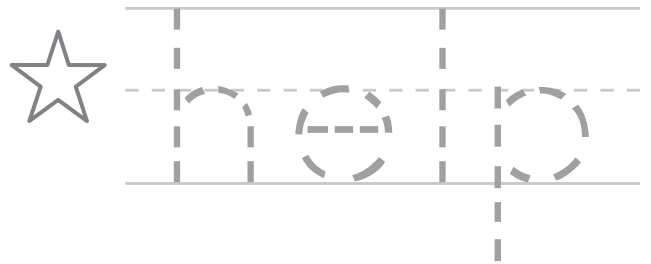
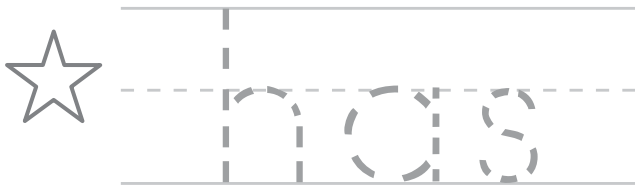
Hh  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



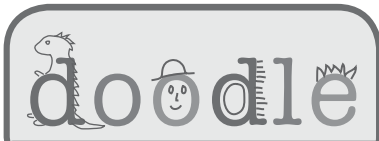
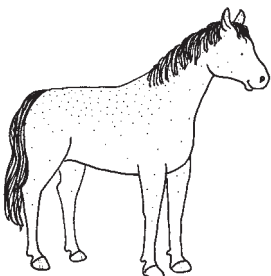
Write words with the letter **h**.

Color the ☆ for each word you know.

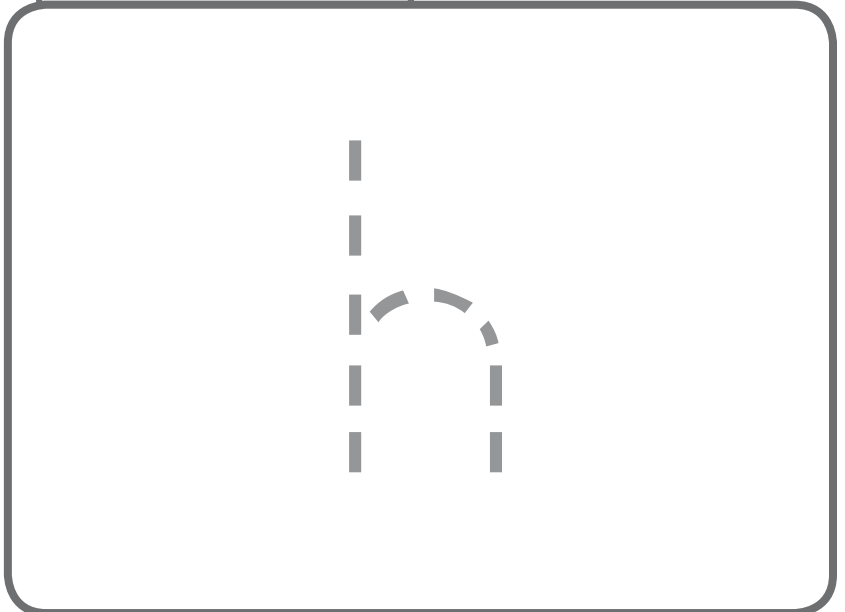


What am I? Write the letter **h** to spell my name.

**I am a**  
 \_\_\_\_\_ **orse!**



Trace the letter **h**.  
 Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Ii**.



The letter **I** can look like this.

Make a new **I**.



The letter **i** can look like this.

Make a new **i**.



**Sign It!**




You can use hand shapes to make letters.  
Try making an **Ii**!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Ii**.



**Letter Walk** 

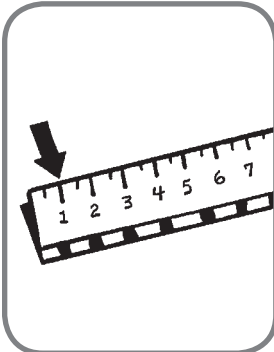
Take a Letter Walk. Color each  with **I** or **i**.

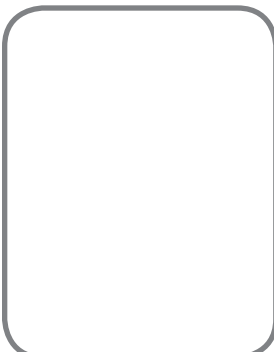


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Ii  igloo

Ii  \_\_\_\_\_ nch

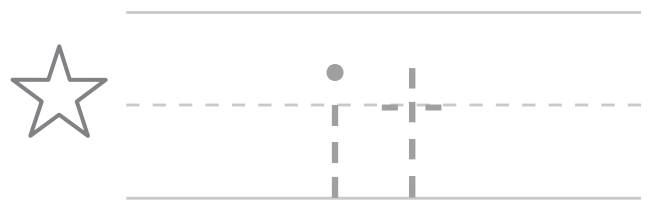
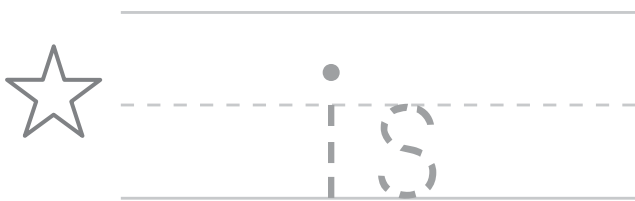
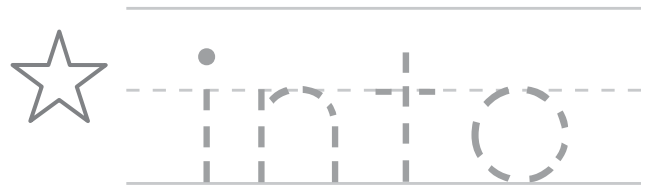
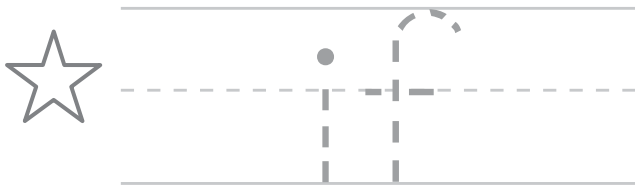
Ii  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Write words with the letter **i**.

Color the ☆ for each word you know.

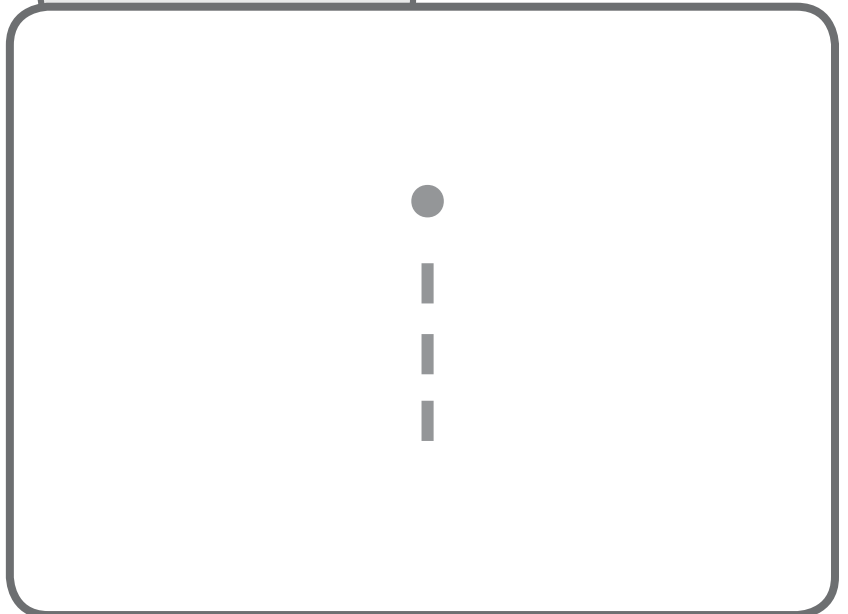


What am I? Write the letter **i** to spell my name.

**I am an**  
 \_\_\_\_\_ **guana!**



Trace the letter **i**.  
 Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Jj**.



The letter **J** can look like this.

Make a new **J**.



The letter **j** can look like this.

Make a new **j**.



**Sign It!**



You can use hand shapes to make letters. Try making a **Jj**!




Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Jj**.



**Letter Walk** 

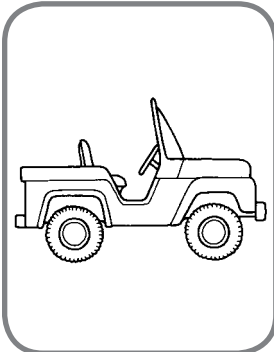
Take a Letter Walk. Color each  with **J** or **j**.

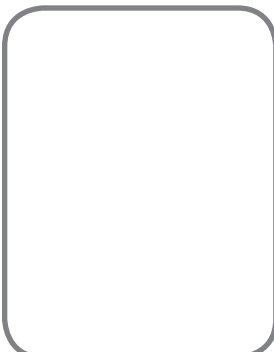


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Jj  jam

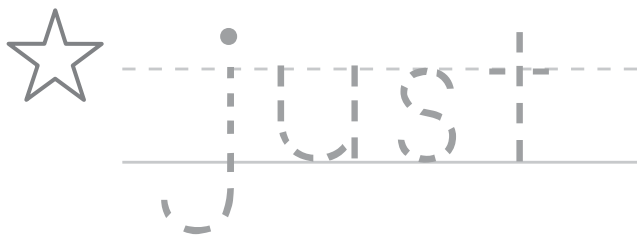
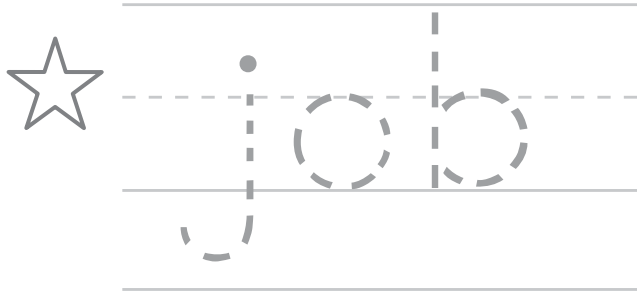
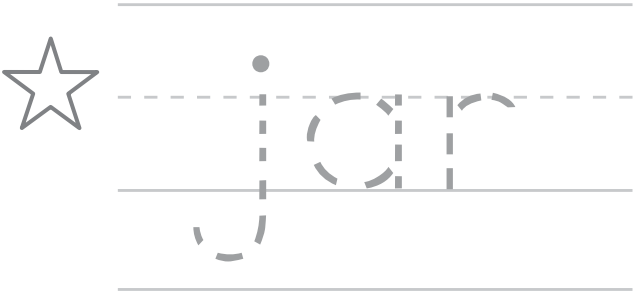
Jj  \_\_\_\_\_ eep

Jj  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

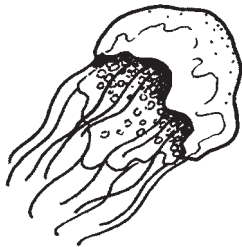


Write words with the letter **j**.  
Color the ☆ for each word you know.

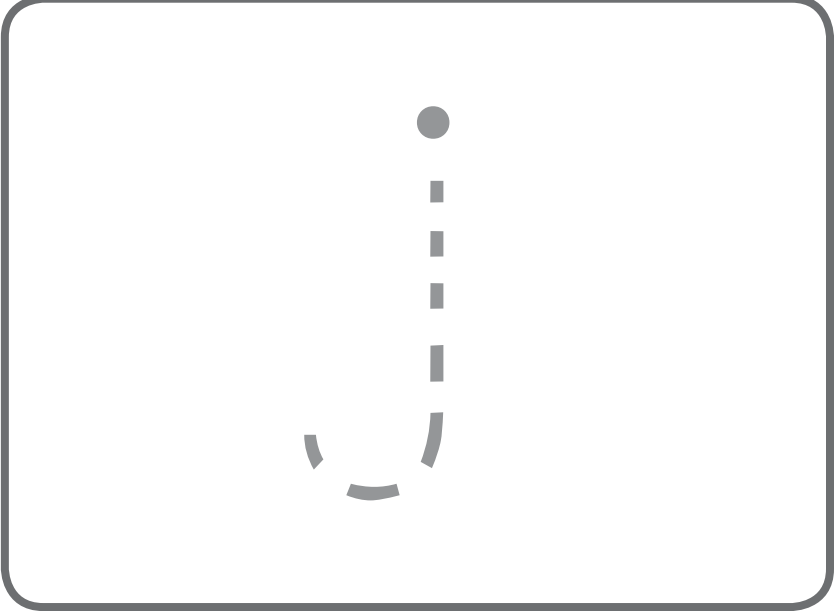


What am I? Write the letter **j** to spell my name.

**I am a**  
\_\_\_\_\_ **ellyfish!**



Trace the letter **j**.  
Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Kk**.



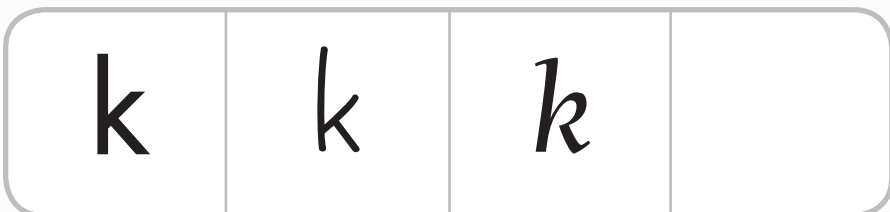
The letter **K** can look like this.

Make a new **K**.



The letter **k** can look like this.

Make a new **k**.



**Sign It!**



You can use hand shapes to make letters. Try making a **Kk**!

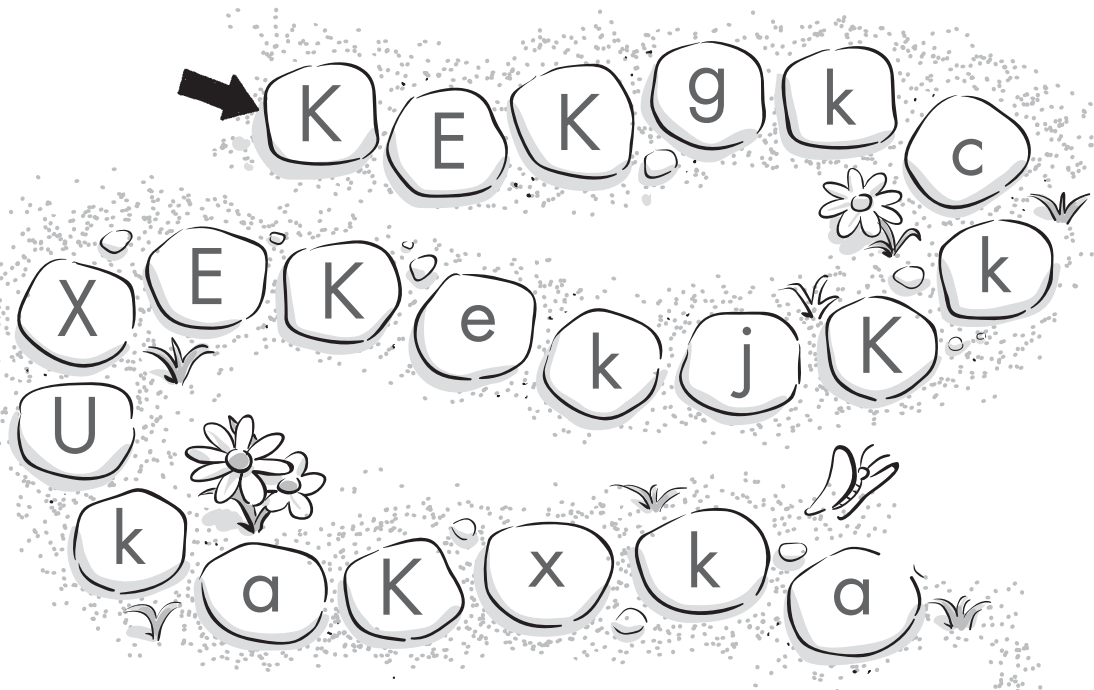
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Kk**.



**Letter Walk** 

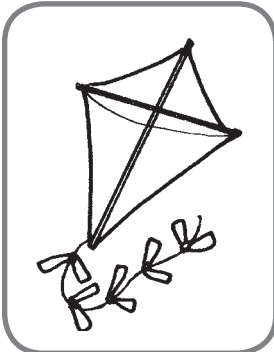
Take a Letter Walk. Color each  with **K** or **k**.

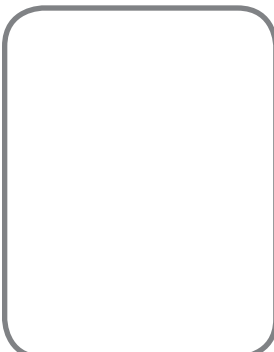


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Kk  key

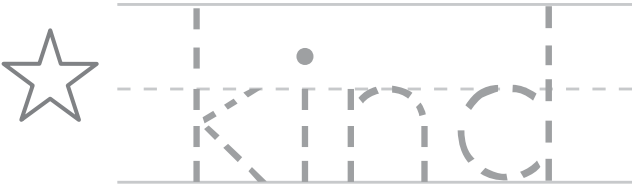
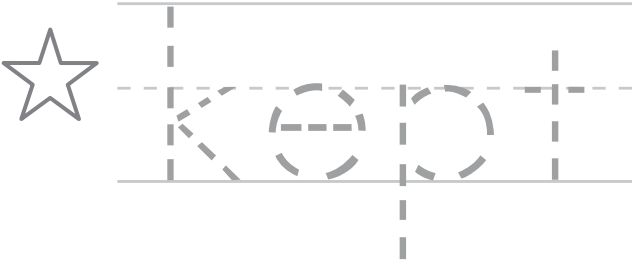
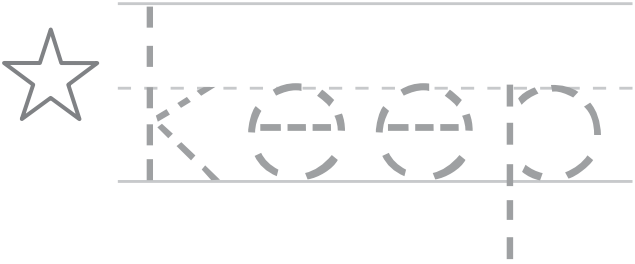
*Kk*  \_\_\_\_\_ite

*Kk*  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

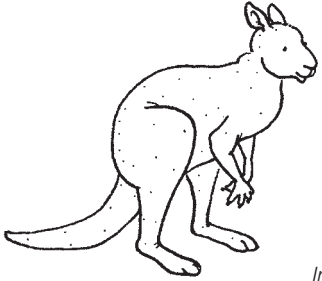


Write words with the letter **k**.  
Color the ☆ for each word you know.

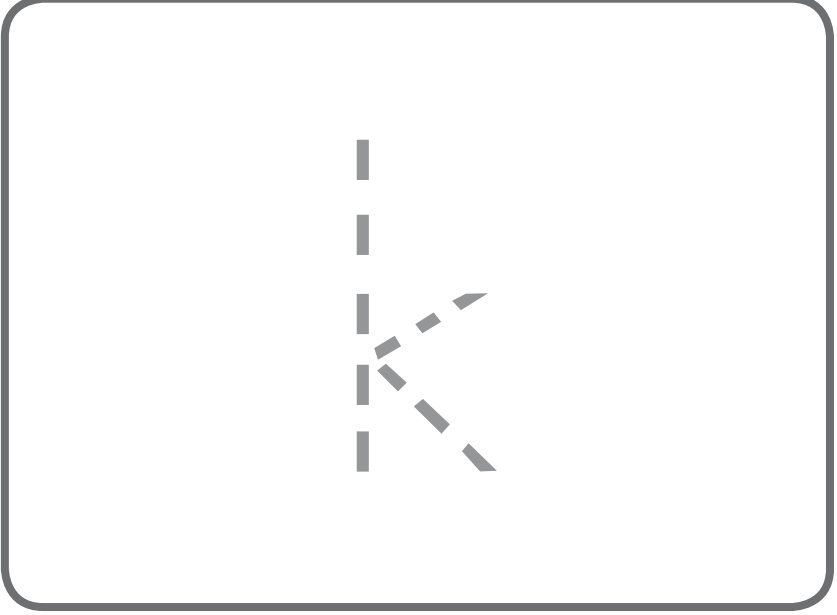


What am I? Write the letter **k** to spell my name.

**I am a**  
\_\_\_\_\_ **angaroo!**



Trace the letter **k**.  
Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Ll**.



The letter **L** can look like this.

Make a new **L**.



The letter **l** can look like this.

Make a new **l**.



**Sign It!**



You can use hand shapes to make letters.  
Try making an **Ll**!




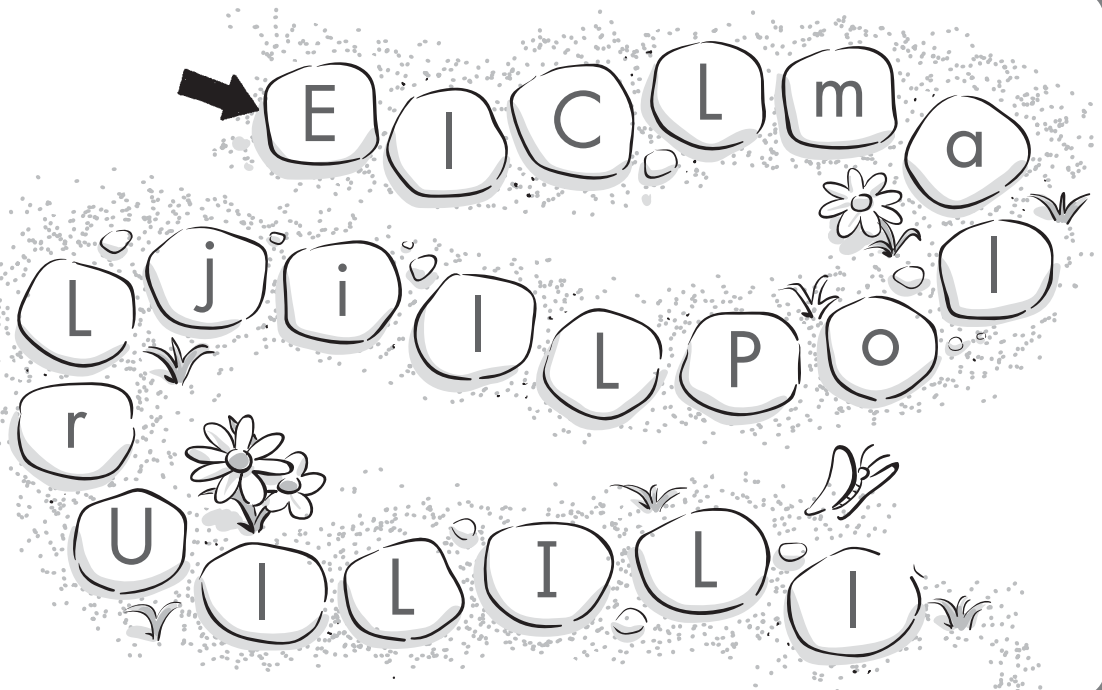
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Ll**.



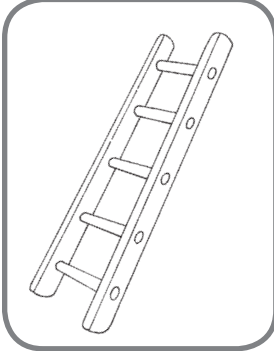
**Letter Walk** 


Take a Letter Walk. Color each  with **L** or **I**.

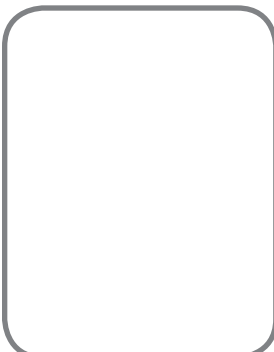


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

L l  ladder

l l  \_\_\_\_\_ eaf

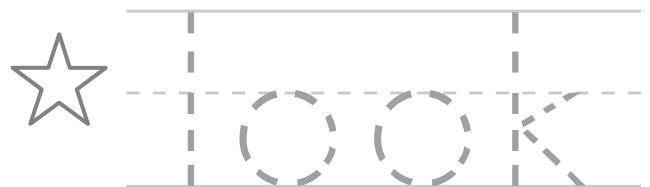
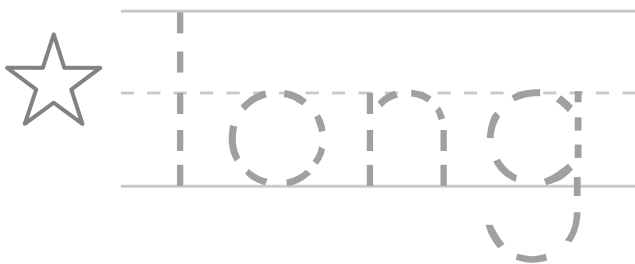
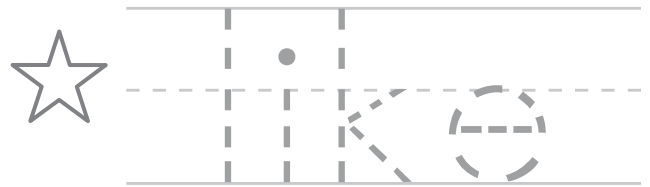
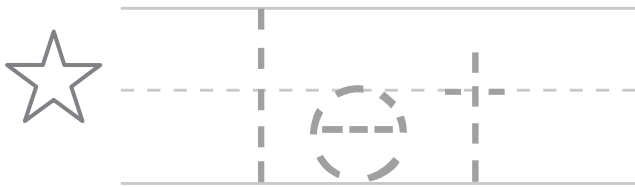
l l  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



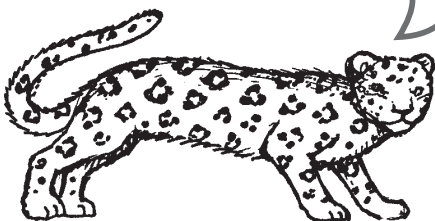
Write words with the letter **L**.

Color the ☆ for each word you know.

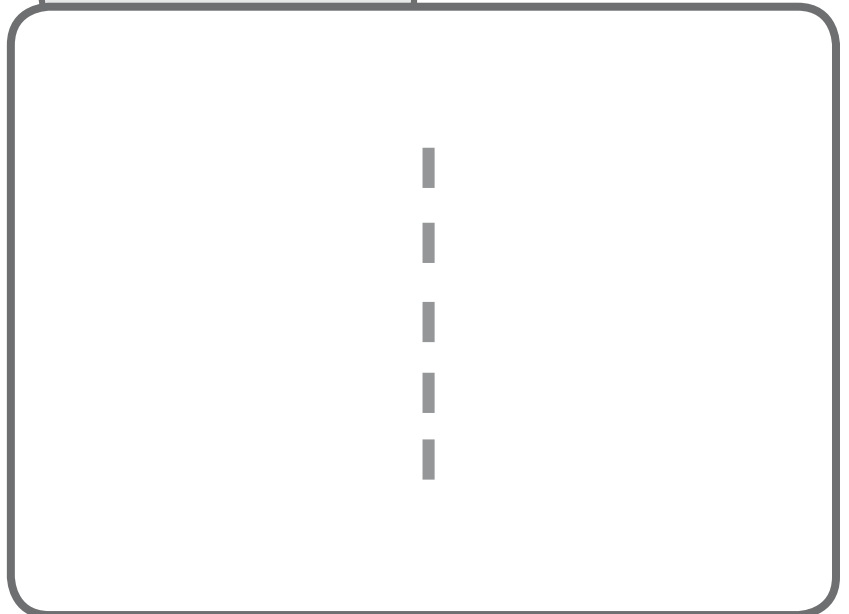


What am I? Write the letter **L** to spell my name.

**I am a**  
 \_\_\_\_\_ **eopard!**



Trace the letter **L**.  
 Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

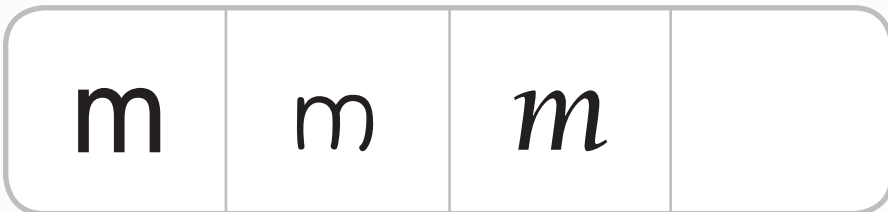
Write the letter **Mm**.



The letter **M** can look like this. Make a new **M**.



The letter **m** can look like this. Make a new **m**.



**Sign It!**



You can use hand shapes to make letters. Try making an **Mm**!

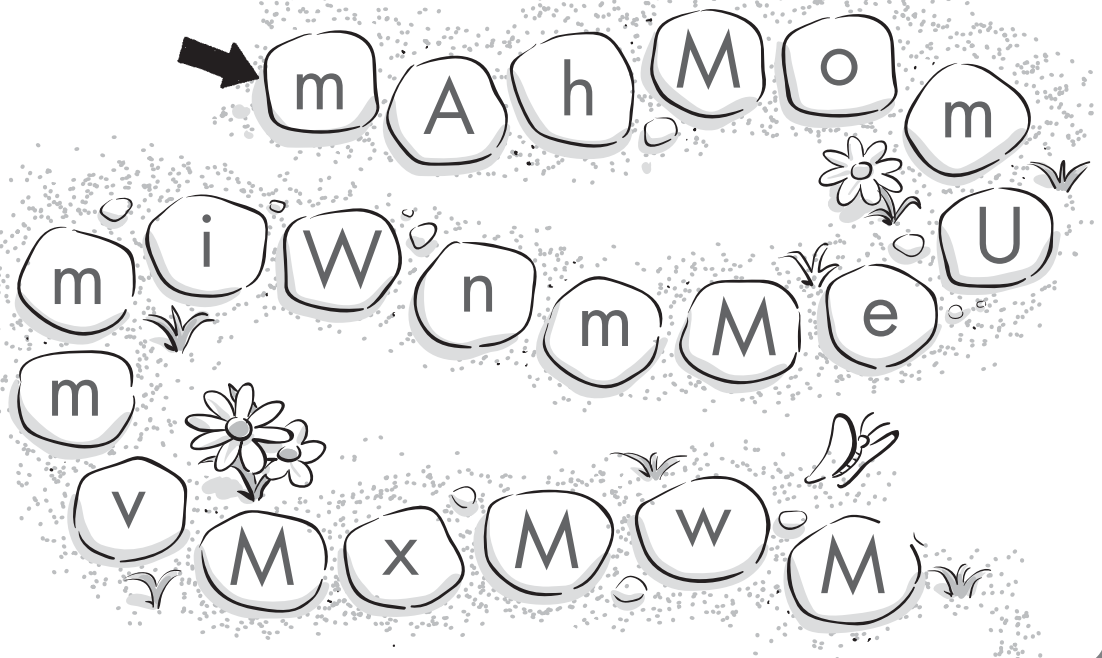
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Mm**.



**Letter Walk** 

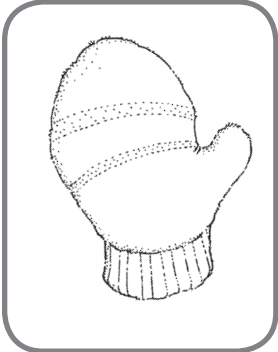
Take a Letter Walk. Color each  with **M** or **m**.

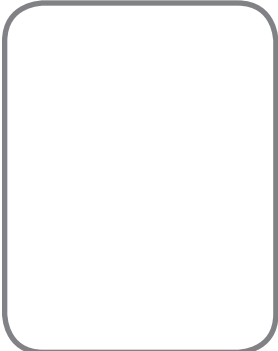


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Mm  mice

Mm  \_\_\_\_\_ itten

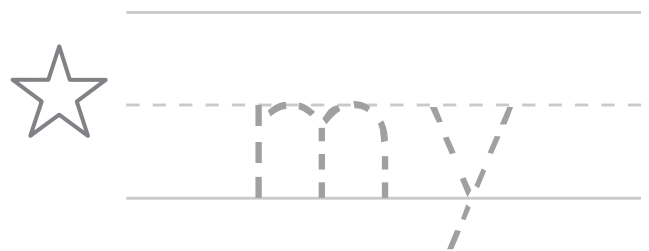
Mm  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



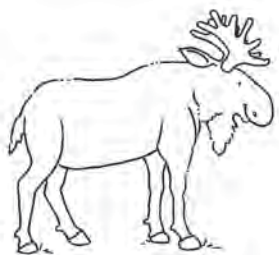
Write words with the letter **m**.

Color the ☆ for each word you know.



What am I? Write the letter **m** to spell my name.

I am a  
\_\_\_\_\_oose!



Trace the letter **m**.  
Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Nn**.



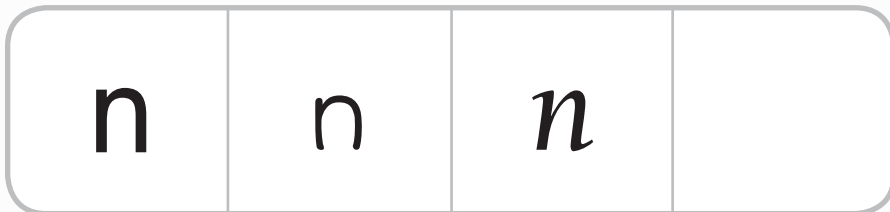
The letter **N** can look like this.

Make a new **N**.



The letter **n** can look like this.

Make a new **n**.



**Sign It!**



You can use hand shapes to make letters.  
Try making an **Nn**!




Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Nn**.



**Letter Walk** 


Take a Letter Walk. Color each  with **N** or **n**.

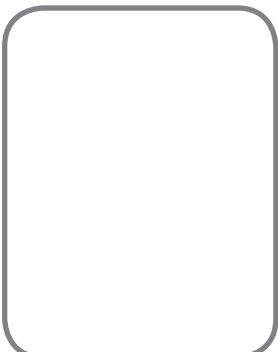


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

N n  nest

N n  \_\_\_\_\_ ine

N n  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Write words with the letter **n**.

Color the ☆ for each word you know.



new



no



not



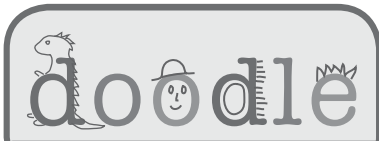
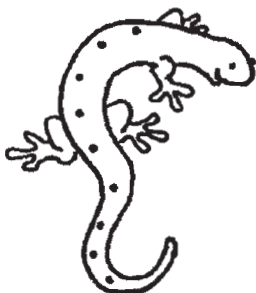
now



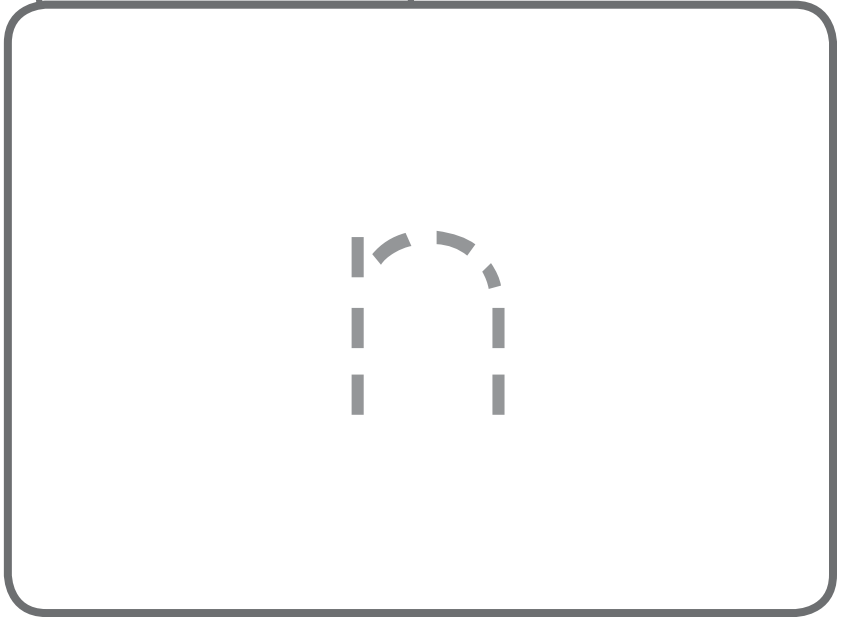
What am I? Write the letter **n** to spell my name.

**I am a**

\_\_\_\_\_ **ewt!**

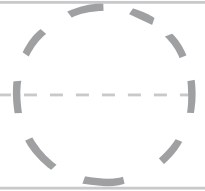
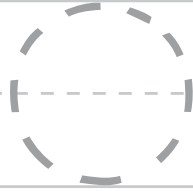
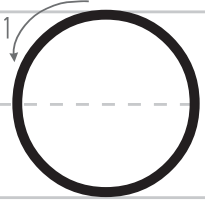


Trace the letter **n**.  
Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Oo**.



The letter **O** can look like this.

Make a new **O**.

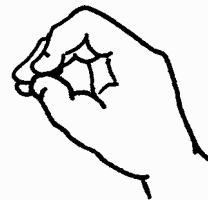


The letter **o** can look like this.

Make a new **o**.



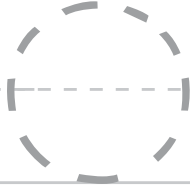
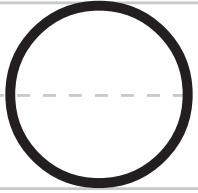
**Sign It!**




You can use hand shapes to make letters.  
Try making an **Oo**!

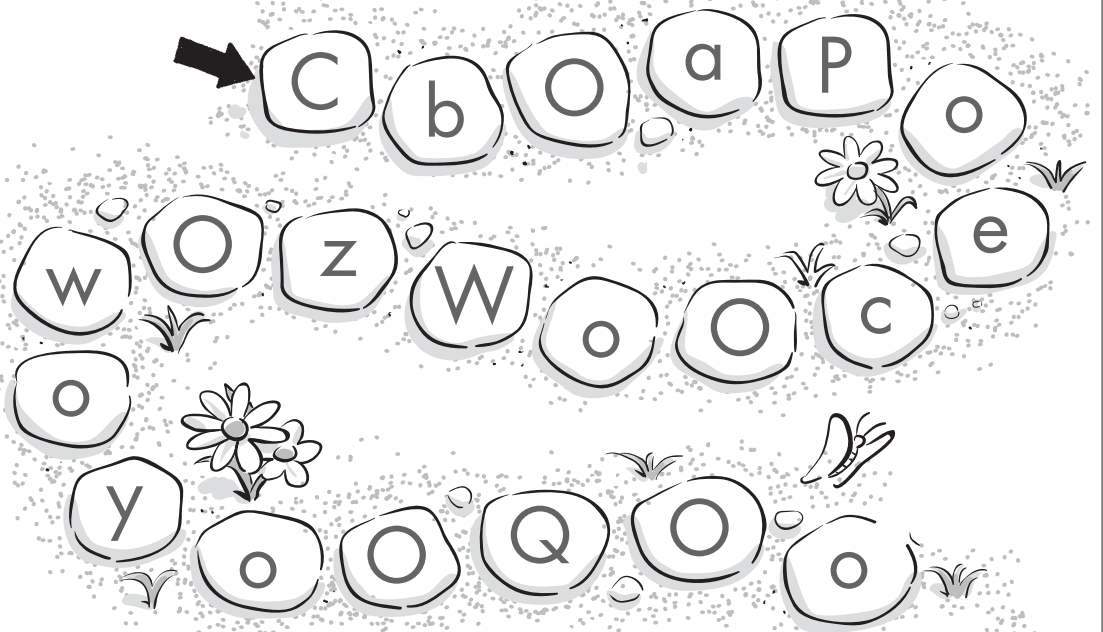
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Oo**.



**Letter Walk** 


Take a Letter Walk.  
Color each  with  or .




Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

O o  octopus

o o  \_\_\_\_\_ w |

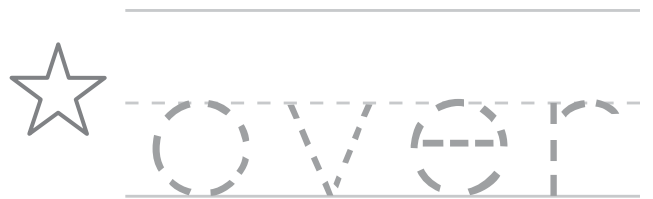
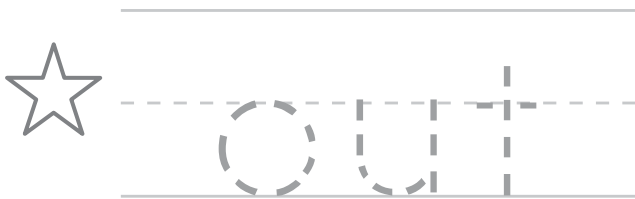
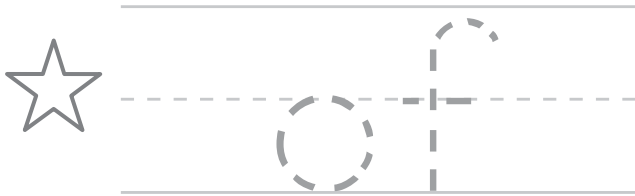
o o  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



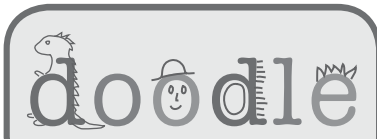
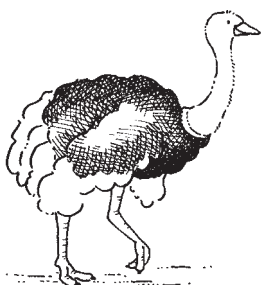
Write words with the letter **o**.

Color the ☆ for each word you know.

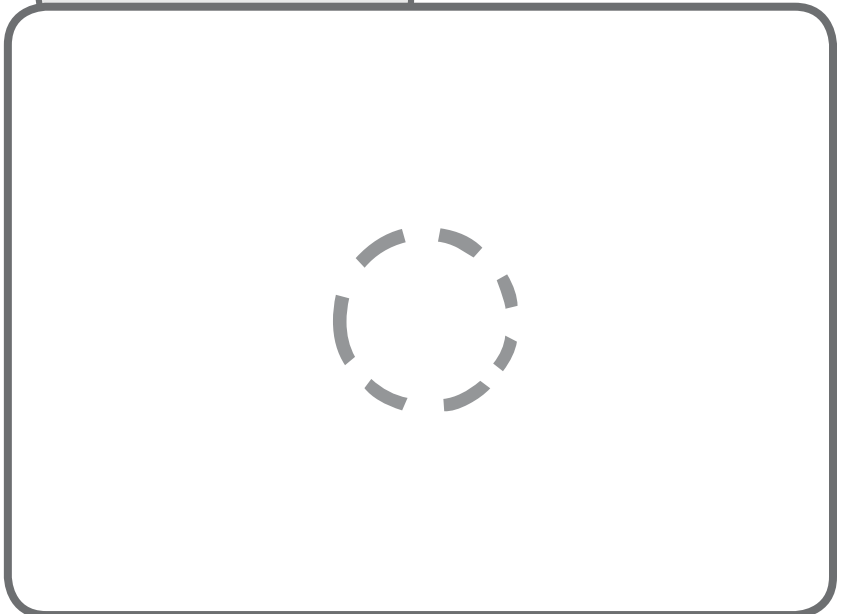


What am I? Write the letter **o** to spell my name.

**I am an**  
 \_\_\_\_\_ **strich!**

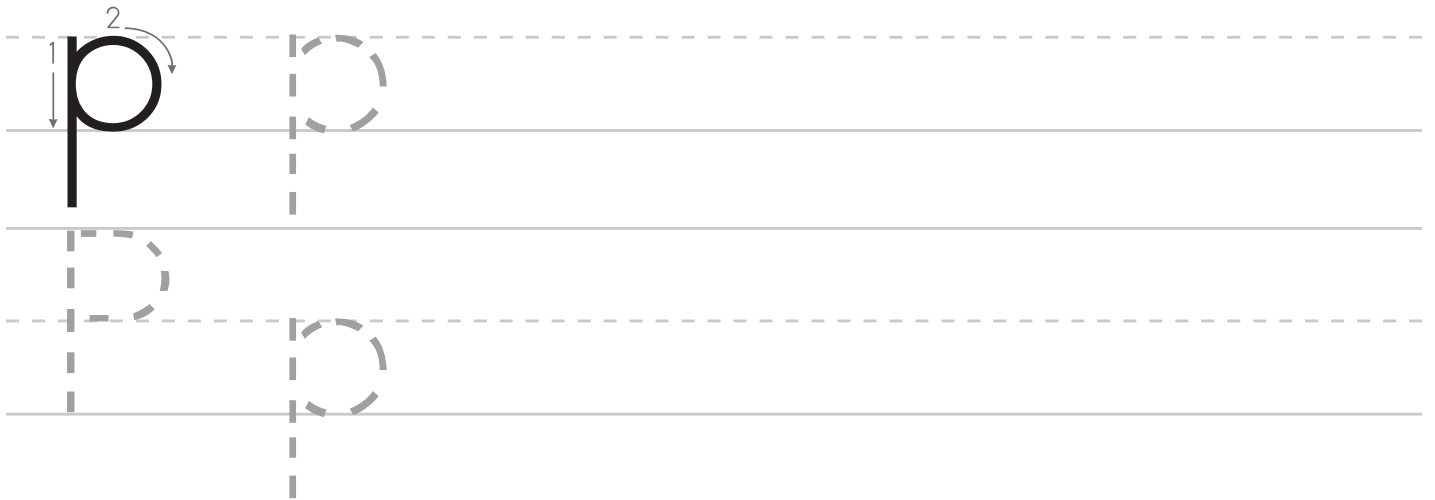


Trace the letter **o**.  
 Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Pp**.



The letter **P** can look like this.

Make a new **P**.



The letter **p** can look like this.

Make a new **p**.



**Sign It!**



You can use hand shapes to make letters. Try making a **Pp**!




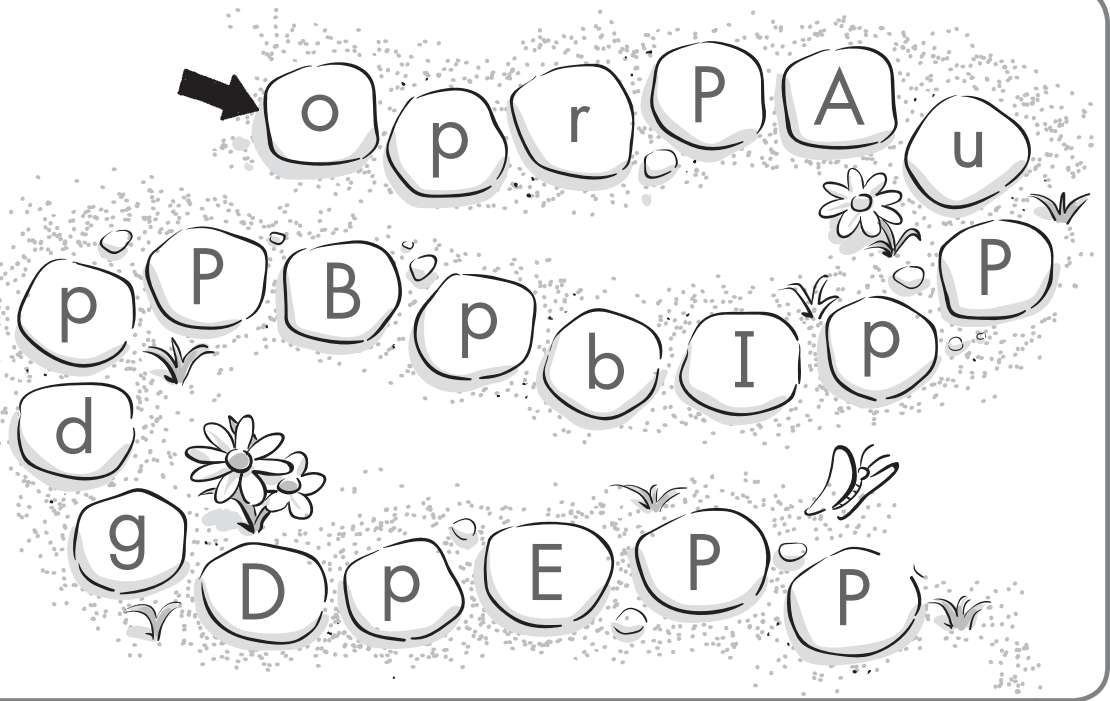
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Pp**.



**Letter Walk** 

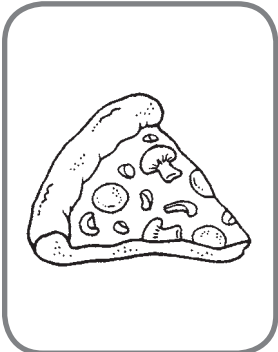
Take a Letter Walk. Color each  with **P** or **p**.

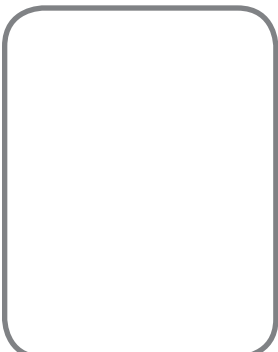


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Pp  pig

Pp  \_\_\_\_\_ izza

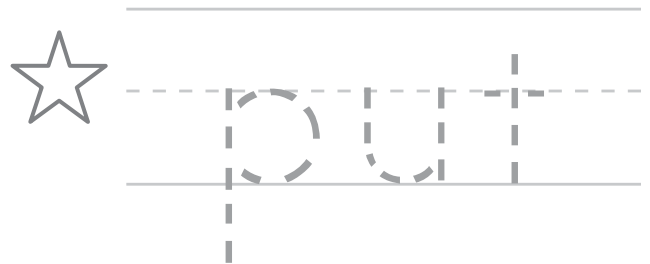
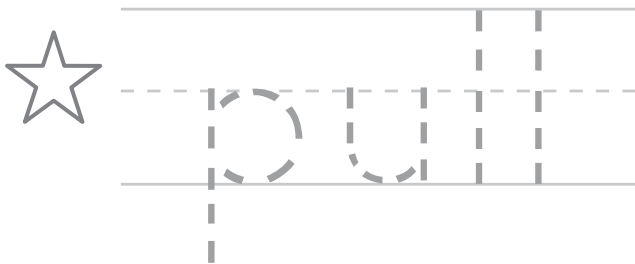
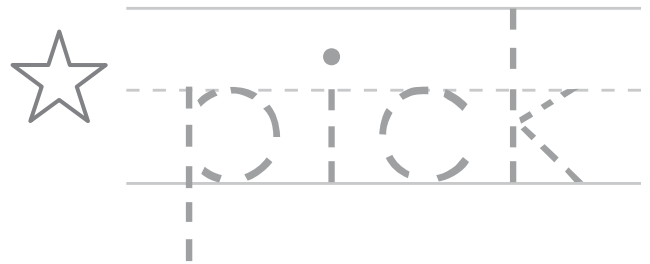
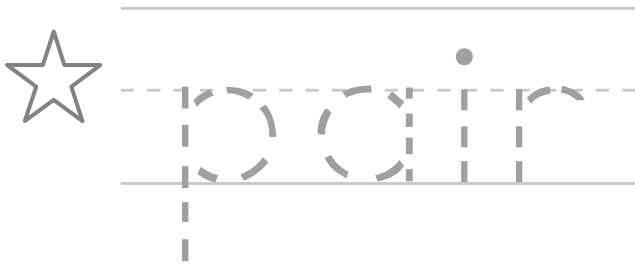
Pp  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



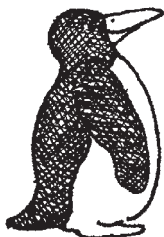
Write words with the letter **p**.

Color the ☆ for each word you know.

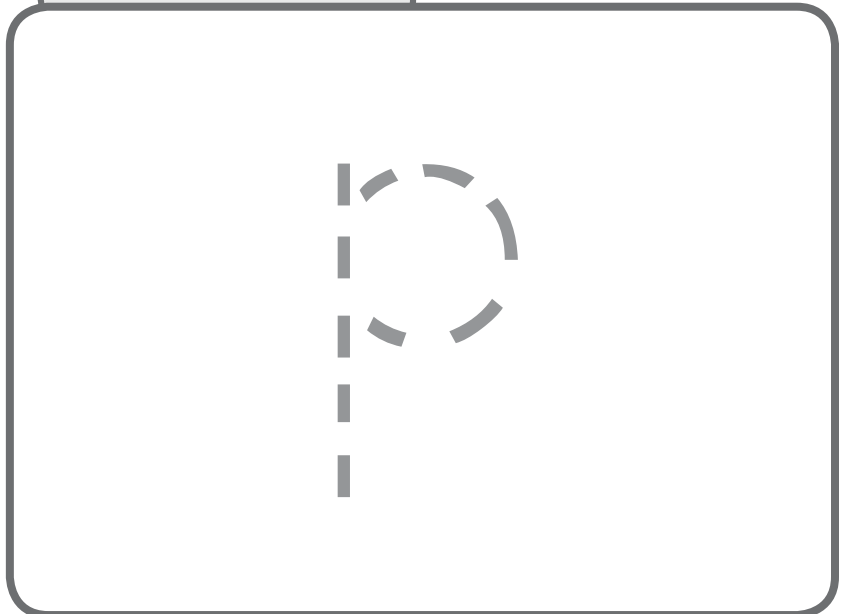


What am I? Write the letter **p** to spell my name.

**I am a**  
 \_\_\_\_\_ **enguin!**



Trace the letter **p**.  
 Turn it into a picture!



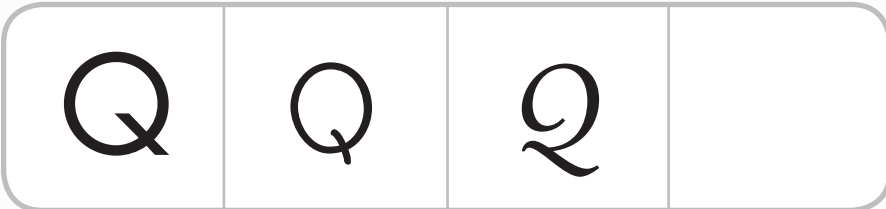
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Qq**.



The letter **Q** can look like this.

Make a new **Q**.



The letter **q** can look like this.

Make a new **q**.



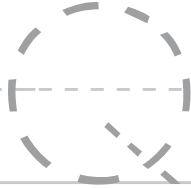
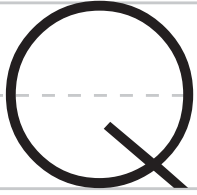
**Sign It!**




You can use hand shapes to make letters.  
Try making a **Qq**!

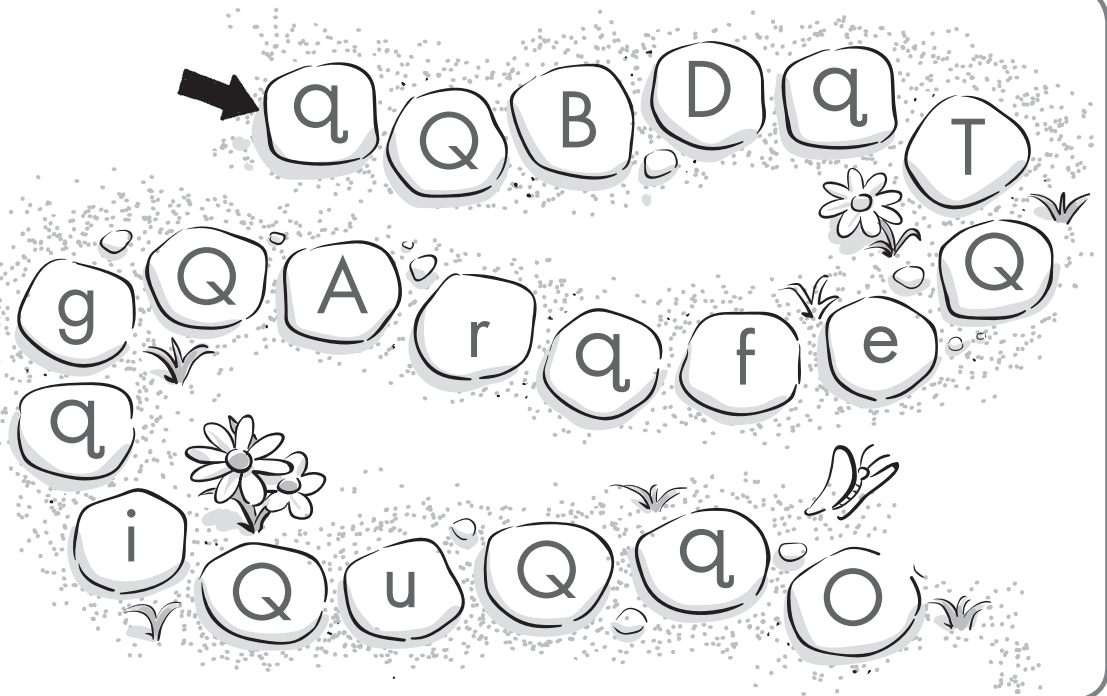
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Qq**.




**Letter Walk** 

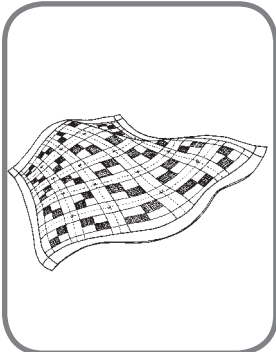
Take a Letter Walk. Color each  with **Q** or **q**.




Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Qq  queen

Qq  \_\_\_\_\_ uilt

Qq  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Write words with the letter **q**.  
Color the ☆ for each word you know.

☆ quick

☆ quiet

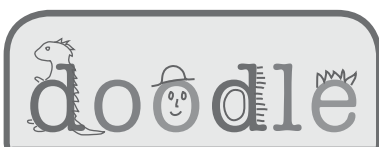
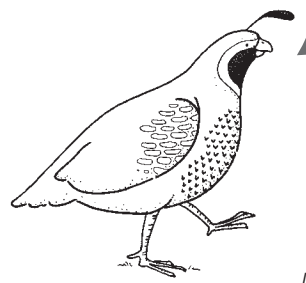
☆ quit

☆ quiz

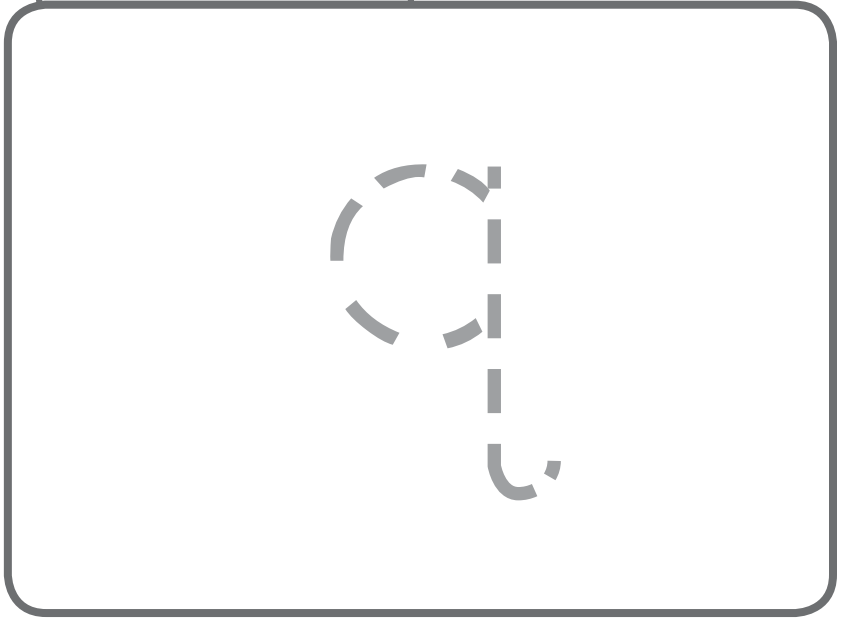


What am I? Write the letter **q** to spell my name.

**I am a**  
\_\_\_\_\_ **uail!**



Trace the letter **q**.  
Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Rr**.



The letter **R** can look like this.

Make a new **R**.



The letter **r** can look like this.

Make a new **r**.



**Sign It!**



You can use hand shapes to make letters. Try making an **Rr**!




Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Rr**.



**Letter Walk** 

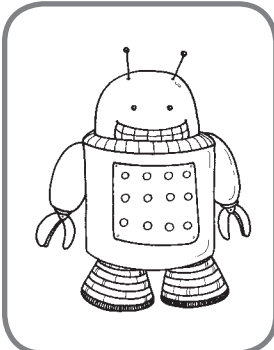
Take a Letter Walk. Color each  with **R** or **r**.

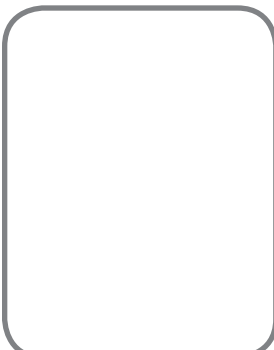


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Rr  ring

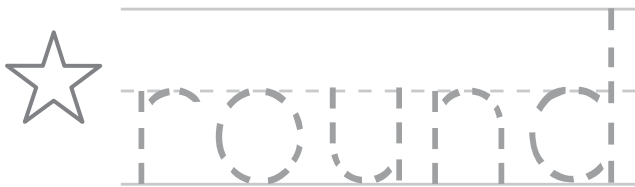
Rr  \_\_\_\_\_obot

Rr  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

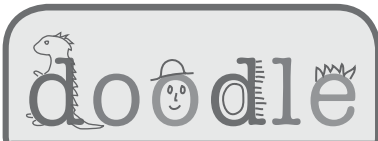


Write words with the letter **r**.  
Color the ☆ for each word you know.

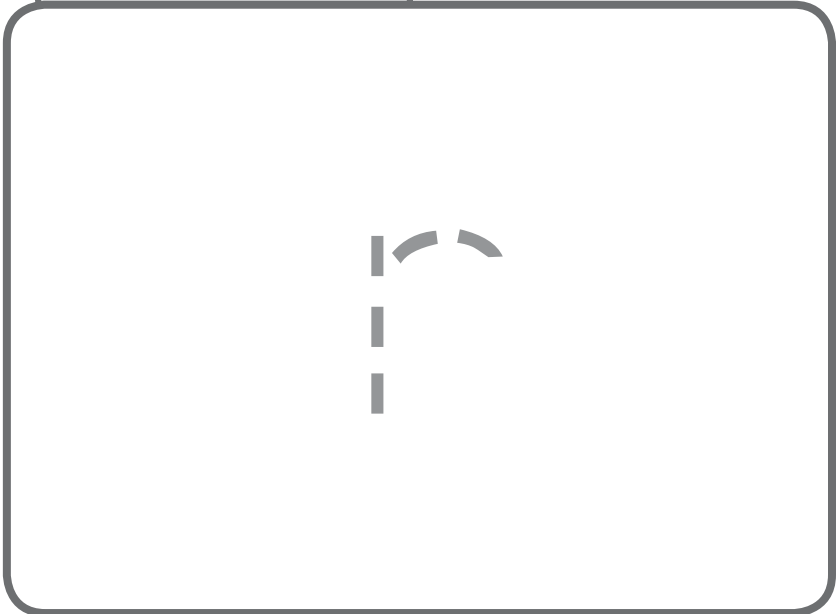


What am I? Write the letter **r** to spell my name.

**I am a**  
\_\_\_\_\_ **ooster!**



Trace the letter **r**.  
Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Ss**.



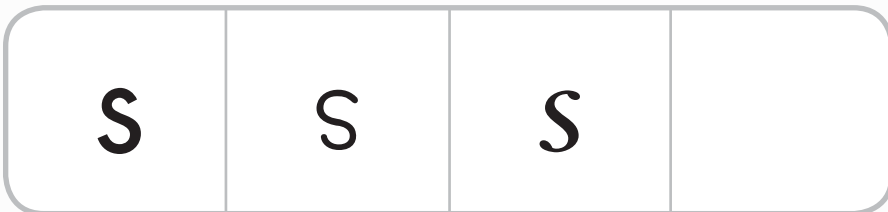
The letter **S** can look like this.

Make a new **S**.



The letter **s** can look like this.

Make a new **s**.



**Sign It!**




You can use hand shapes to make letters.  
Try making an **Ss**!

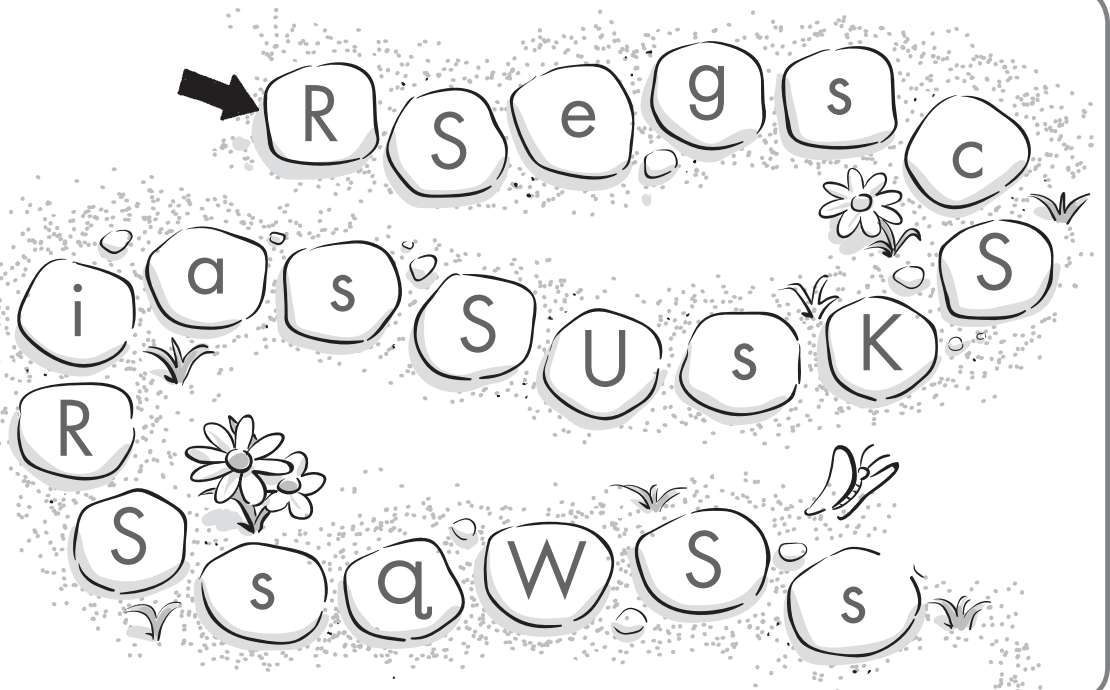
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Ss**.



**Letter Walk** 


Take a Letter Walk. Color each  with **S** or **s**.

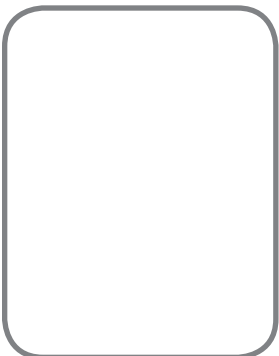


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

S s  seven

S s  \_\_\_\_\_ ock

S s  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Write words with the letter **s**.

Color the ☆ for each word you know.



soy



see



sit

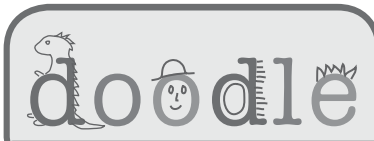
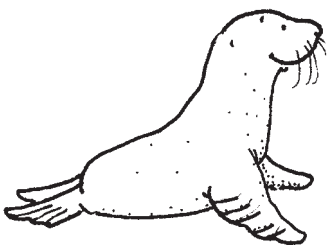


some

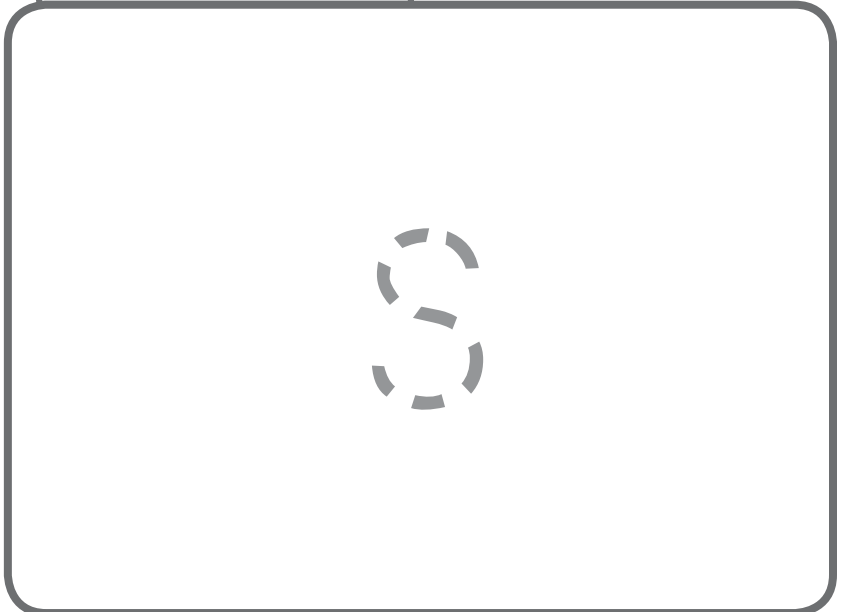


What am I? Write the letter **s** to spell my name.

I am a  
\_\_\_\_\_ eal!



Trace the letter **s**.  
Turn it into a picture!



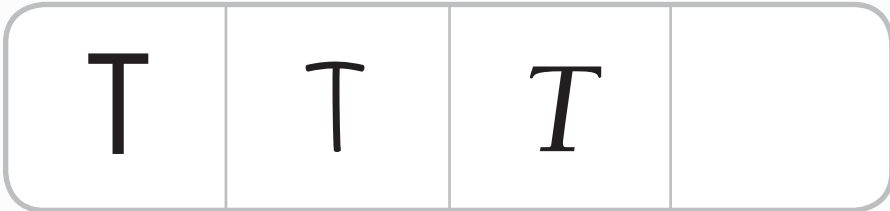
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Tt**.



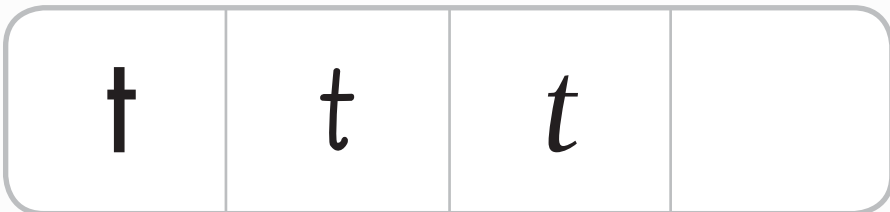
The letter **T** can look like this.

Make a new **T**.



The letter **t** can look like this.

Make a new **t**.



**Sign It!**



You can use hand shapes to make letters.  
Try making a **Tt**!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Tt**.



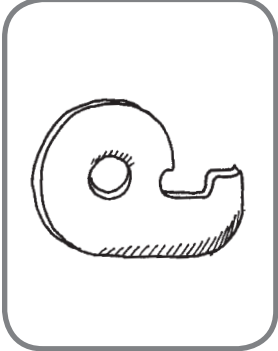
**Letter Walk** 

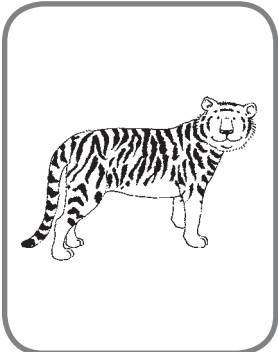
Take a Letter Walk. Color each  with **T** or **t**.

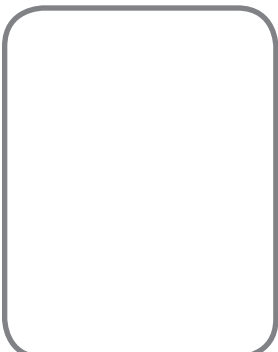


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

T t  t ape

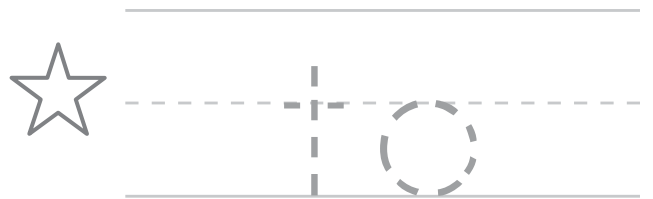
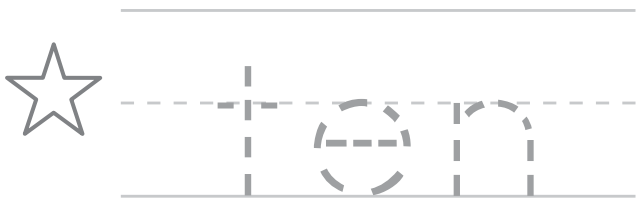
T t  \_\_\_\_\_ iger

T t  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

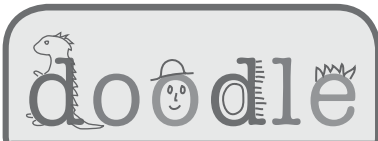
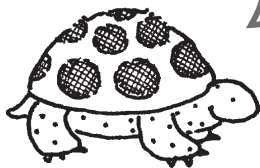


Write words with the letter **t**.  
Color the ☆ for each word you know.

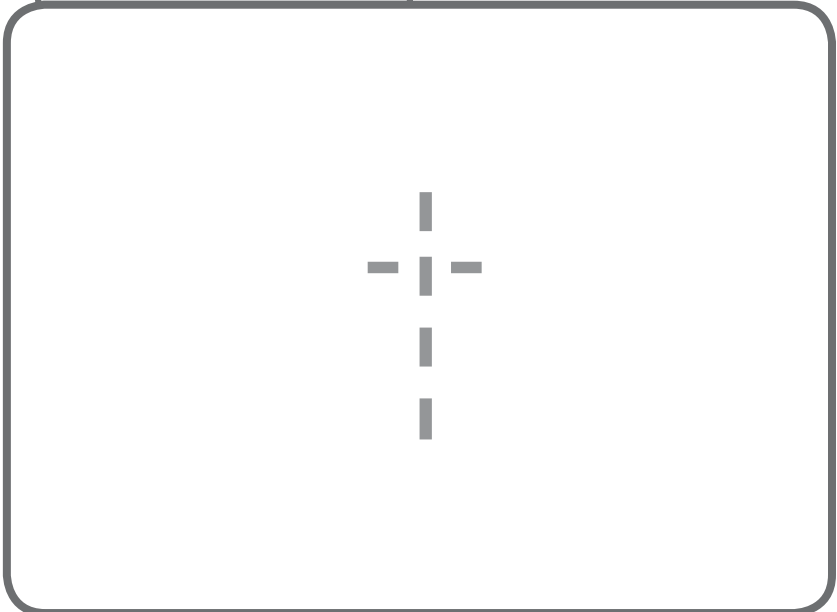


What am I? Write the letter **t** to spell my name.

**I am a**  
\_\_\_\_\_ **urtle!**



Trace the letter **t**.  
Turn it into a picture!



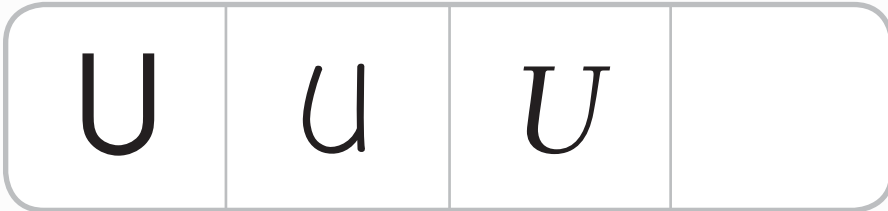
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Uu**.



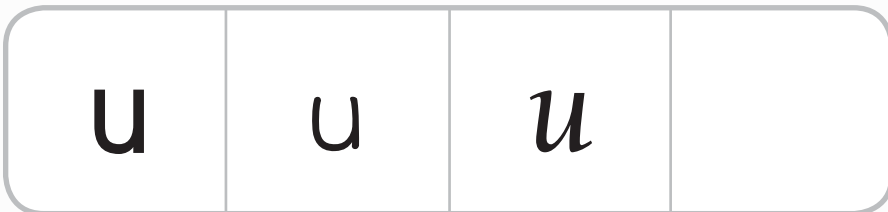
The letter **U** can look like this.

Make a new **U**.



The letter **u** can look like this.

Make a new **u**.



**Sign It!**




You can use hand shapes to make letters. Try making a **Uu**!

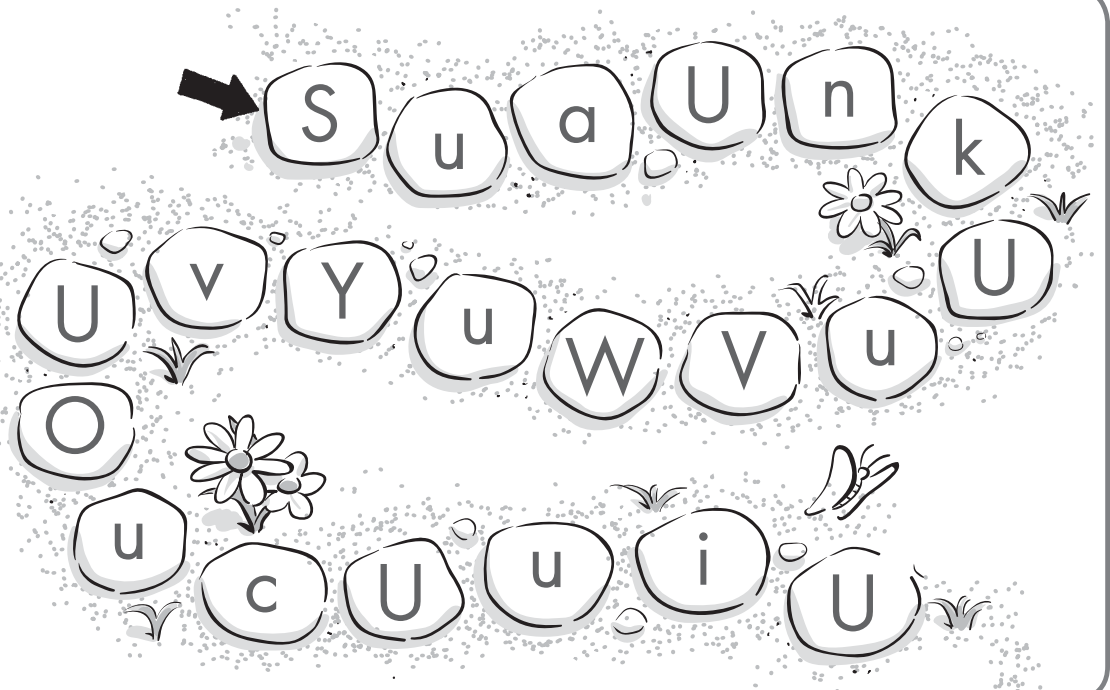
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Uu**.



**Letter Walk** 

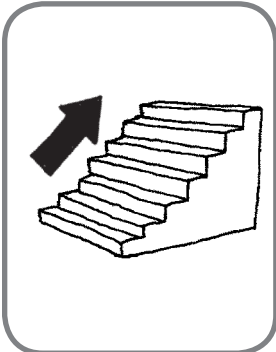
Take a Letter Walk. Color each  with **U** or **u**.




Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

U u  umbrella

u u  \_\_\_\_\_ p

u u  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Write words with the letter **u**.  
Color the ☆ for each word you know.

☆ under

☆ until

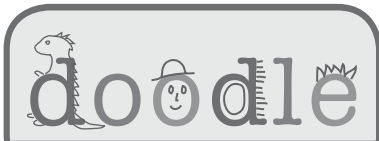
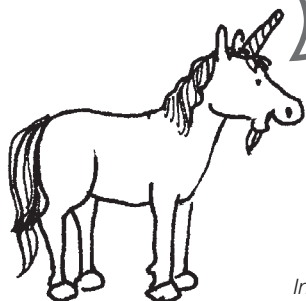
☆ us

☆ use



What am I? Write the letter **u** to spell my name.

**I am a**  
\_\_\_\_ **nicorn!**



Trace the letter **u**.  
Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Vv**.



The letter **V** can look like this.

Make a new **V**.



The letter **v** can look like this.

Make a new **v**.



**Sign It!**



You can use hand shapes to make letters. Try making a **Vv**!




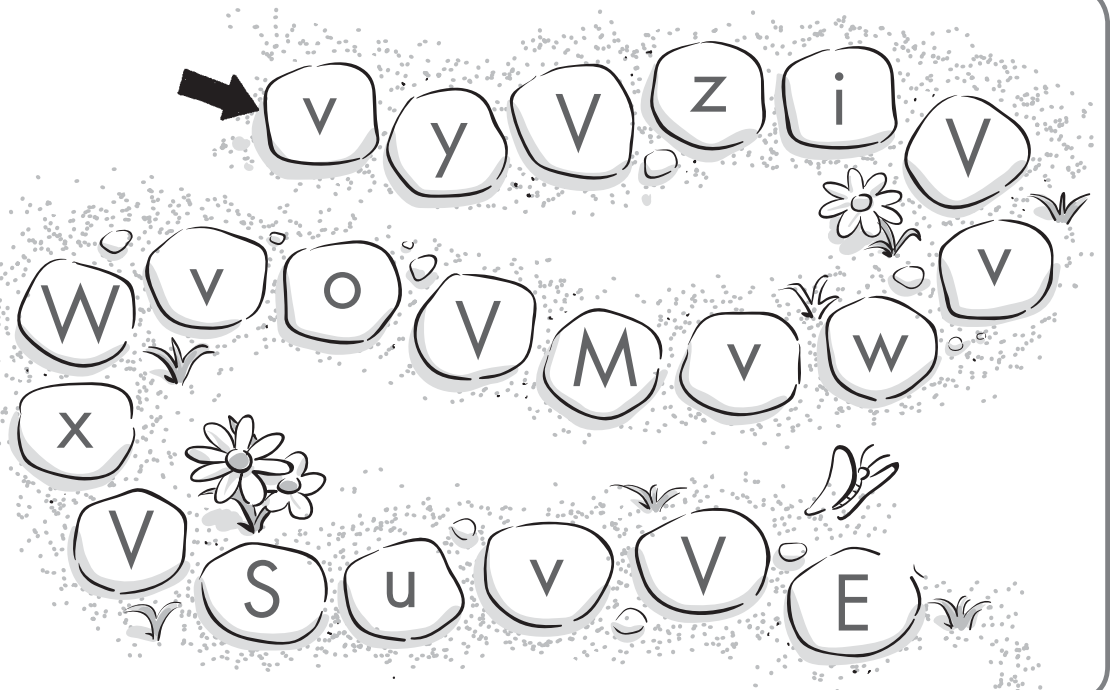
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Vv**.



**Letter Walk** 


Take a Letter Walk. Color each  with **V** or **v**.




Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Vv  violin

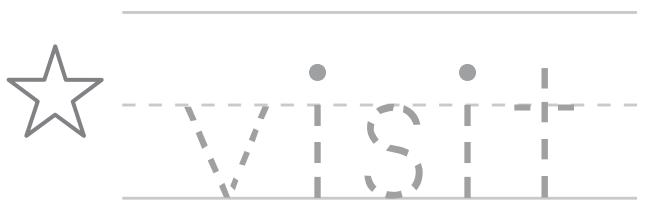
v v  \_\_\_\_\_olcano

v v  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

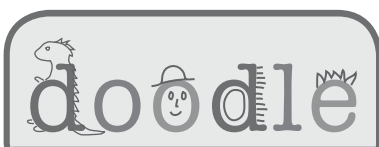


Write words with the letter **v**.  
Color the ☆ for each word you know.

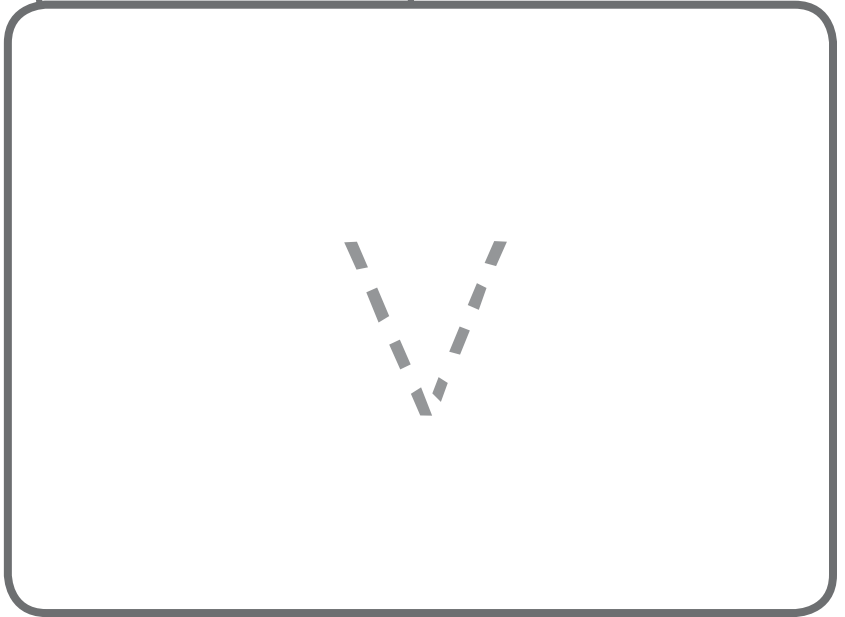


What am I? Write the letter **v** to spell my name.

**I am a**  
\_\_\_\_\_ **ulture!**



Trace the letter **v**.  
Turn it into a picture!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

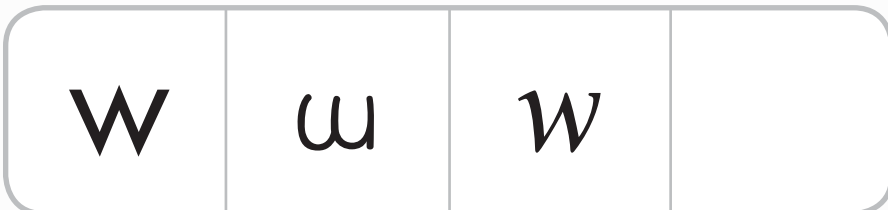
Write the letter **Ww**.



The letter **W** can look like this. Make a new **W**.



The letter **w** can look like this. Make a new **w**.



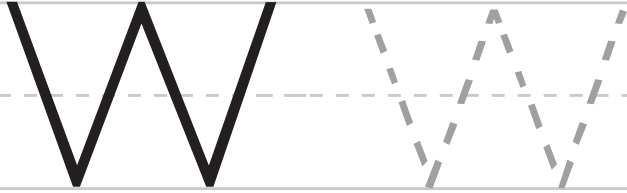
**Sign It!**




You can use hand shapes to make letters. Try making a **Ww**!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Ww**.



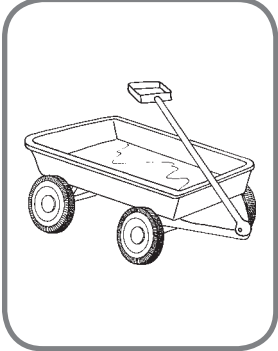
**Letter Walk** 

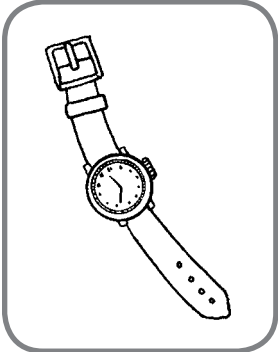
Take a Letter Walk. Color each  with **W** or **w**.

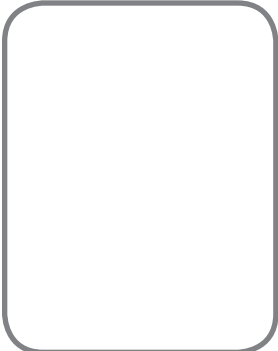


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

W w  w agon

W w  \_\_\_\_\_ atch

W w  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Write words with the letter **w**.

Color the ☆ for each word you know.



want



was



we

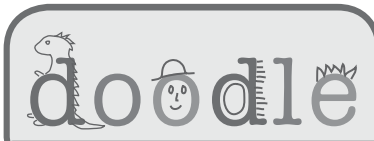
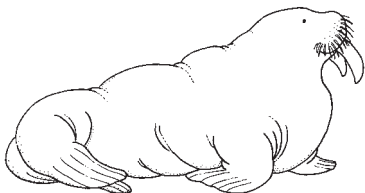


wish



What am I? Write the letter **w** to spell my name.

I am a  
\_\_\_\_\_ alrus!



Trace the letter **w**.  
Turn it into a picture!



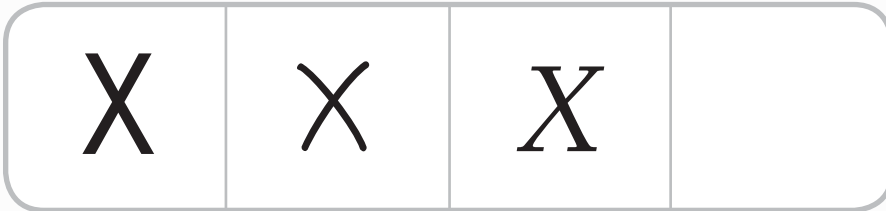
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Xx**.



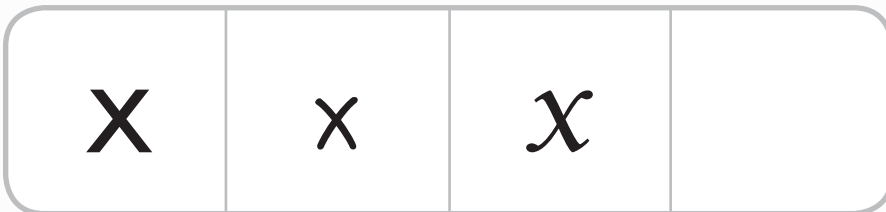
The letter **X** can look like this.

Make a new **X**.



The letter **x** can look like this.

Make a new **x**.



**Sign It!**



You can use hand shapes to make letters.  
Try making an **Xx**!



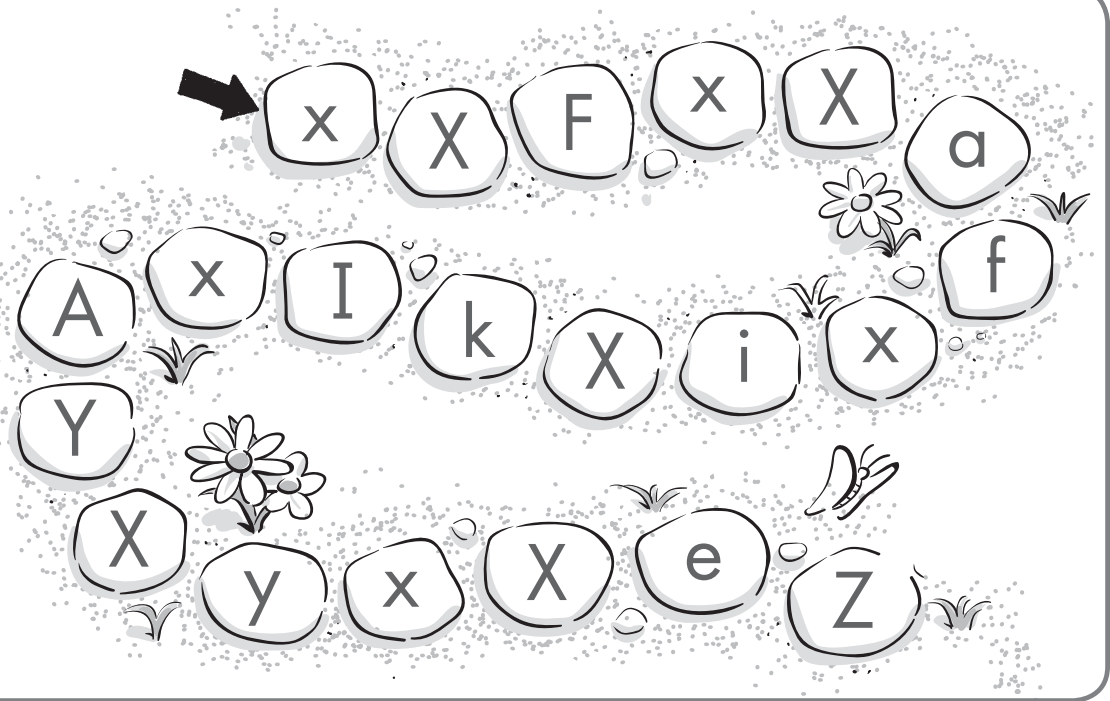
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Xx**.



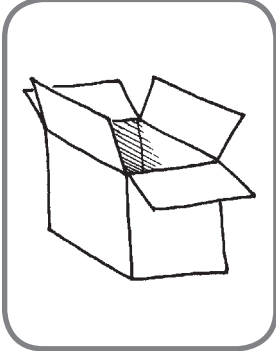
**Letter Walk** 

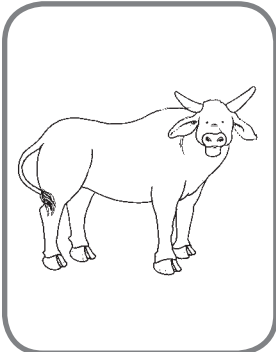
Take a Letter Walk. Color each  with **X** or **x**.




Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Read and Write

X x  box

X x  O \_\_\_\_\_

X x  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Write words with the letter **x**.

Color the ☆ for each word you know.



ax



fox



mix



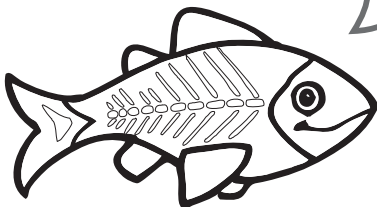
six



What am I? Write the letter **x** to spell my name.

**I am an**

\_\_\_\_-ray fish!



doodle

Trace the letter **x**.  
Turn it into a picture!



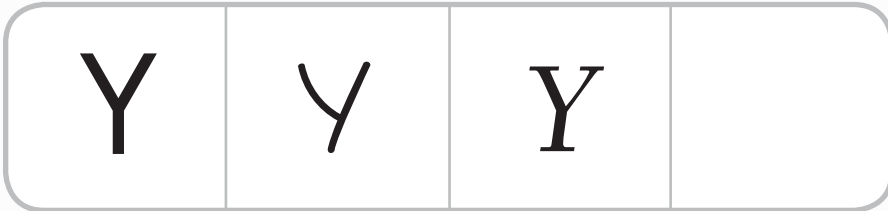
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Yy**.



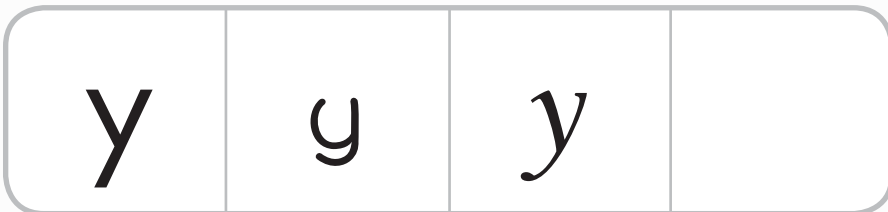
The letter **Y** can look like this.

Make a new **Y**.

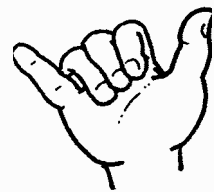


The letter **y** can look like this.

Make a new **y**.



**Sign It!**




You can use hand shapes to make letters. Try making a **Yy**!

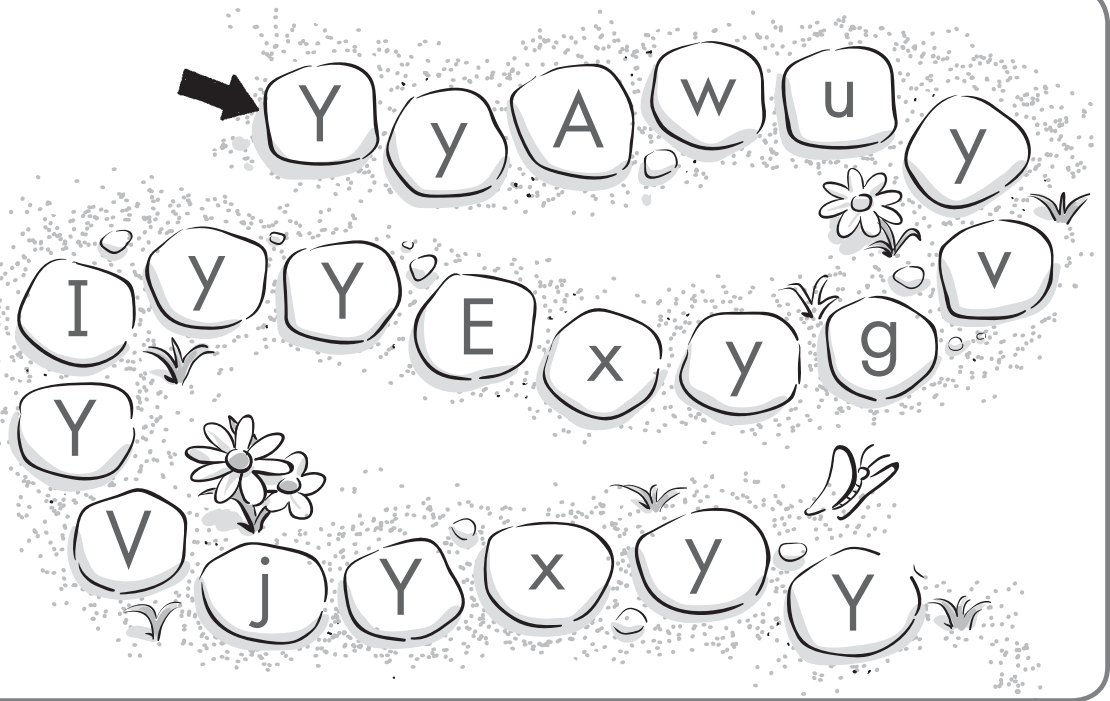
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Yy**.



**Letter Walk** 


Take a Letter Walk. Color each  with **Y** or **y**.

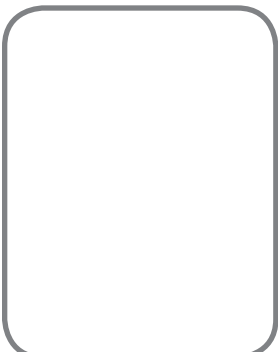


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Y y  y arn

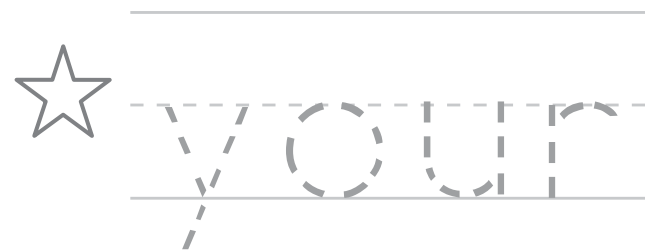
Y y  \_ o - yo

Y y  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

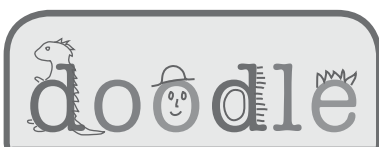
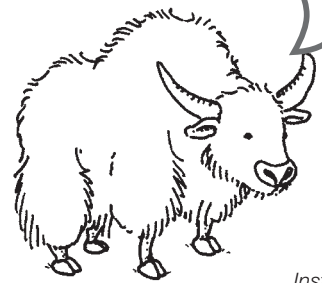


Write words with the letter **y**.  
Color the ☆ for each word you know.

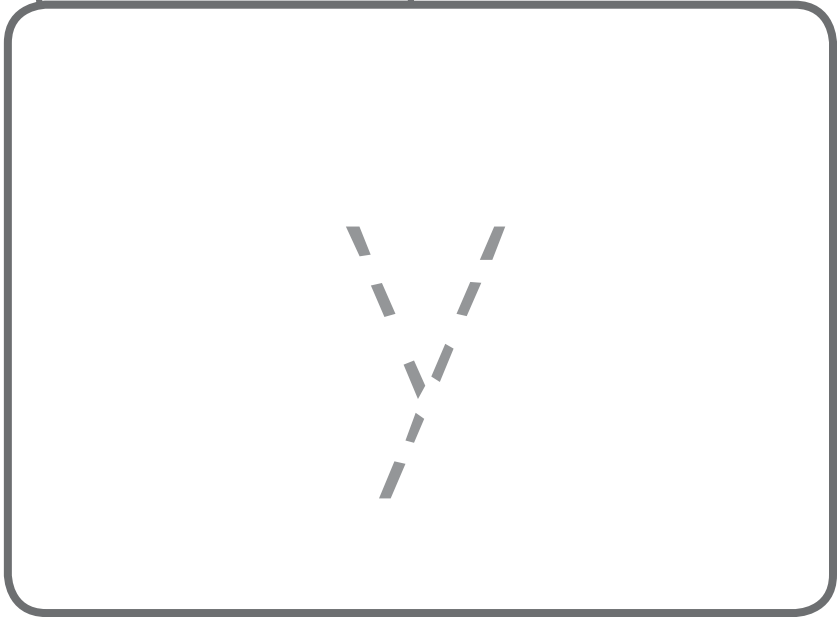


What am I? Write the letter **y** to spell my name.

**I am a**  
\_\_\_\_\_ **ak!**



Trace the letter **y**.  
Turn it into a picture!



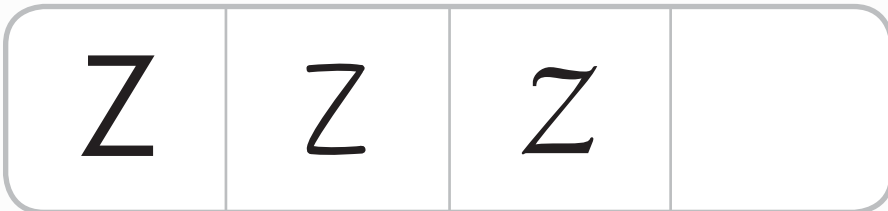
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Zz**.



The letter **Z** can look like this.

Make a new **Z**.

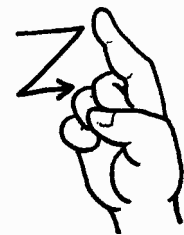


The letter **z** can look like this.

Make a new **z**.



**Sign It!**



You can use hand shapes to make letters. Try making a **Zz**!




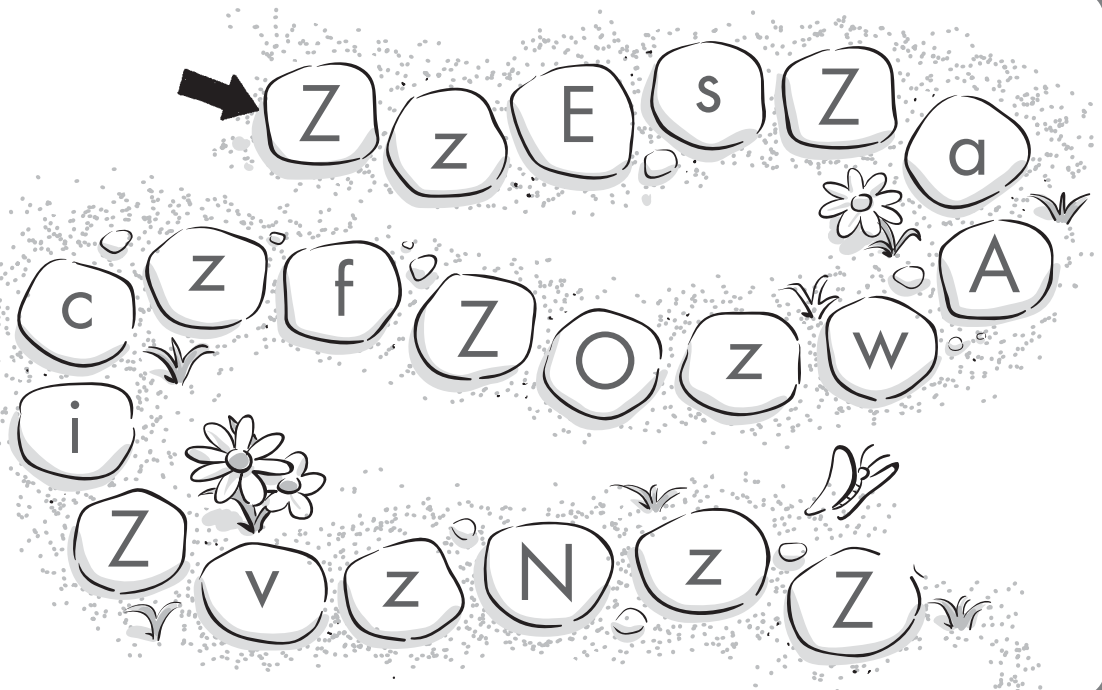
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the letter **Zz**.



**Letter Walk** 

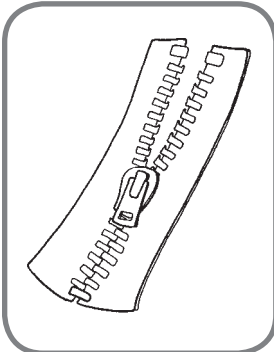
Take a Letter Walk. Color each  with **Z** or **z**.

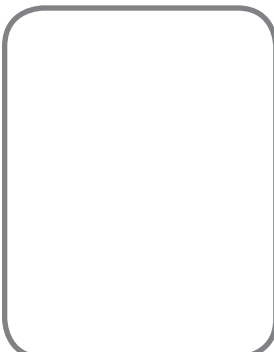


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read and Write**

Zz  zero

z z  \_\_\_\_\_ ip

z z  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Write words with the letter **z**.

Color the ☆ for each word you know.



zap



zone



zoo



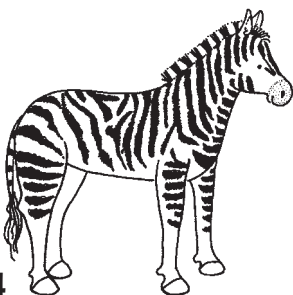
zoom



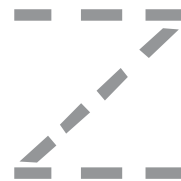
What am I? Write the letter **z** to spell my name.

I am a

\_\_\_\_\_ebra!



Trace the letter **z**.  
Turn it into a picture!





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Letter Formation Practice

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated multiple times for practice.

# Letter Cards

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

# Letter Cards

Q

R

S

T

U

V

W

X

Y

Z

# Letter Cards

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

# Letter Cards

q

r

s

t

u

v

w

x

y

z



# My Book About the Letter



I can write the letter  !

---

---

---

---

---

---

---

---

I know what the letter  looks like!



2

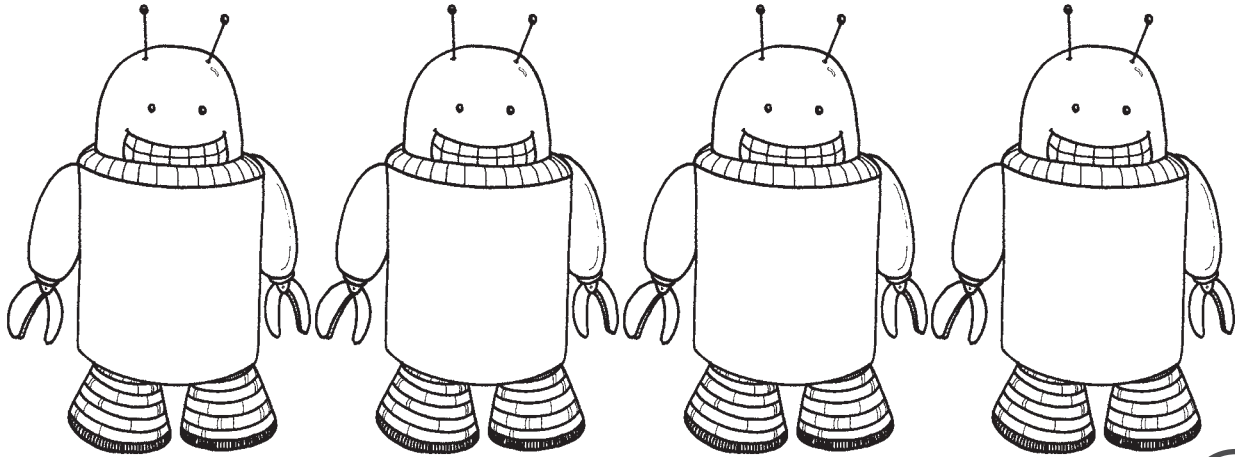
I can make a rainbow letter   !



3

# Four in a Row

I know my ABCs in order!



4

## Letter Hunt

I found the  
letter \_\_\_\_\_  
in four words.

1

2

3

4

5

Y	C	R	MOVE BACK 1	H	M
Q					U
FREE	I	X	E	L	B
W				MOVE AHEAD 2	
F					
N	MOVE AHEAD 1	S	A	O	J
K					FREE
D	T	MOVE BACK 2	V	G	P

# Missing Letters

## GAME

b	MOVE BACK 1	n	p	i	e
j					t
s	w	g	FREE	a	x
MOVE AHEAD 1					k
z					MOVE AHEAD 2
d	u	MOVE BACK 2	o	r	m
y					v
l	f	q	FREE	c	h



# Missing Letters

## GAME

# Missing Letters Game

## Materials

- Game board
- Number cube or die
- Game card (one per player)
- Game marker (one per player)
- Dry erase pen (one per player)
- Paper towels

## How to Play

1. Choose a game marker. Place it on any “letter” space. (Players may share a space.)
2. Take turns rolling the number cube. Move that number of spaces (in any direction), then follow the directions on the space, as indicated below:
  - “Letter” space: Check your game card for that letter of the alphabet. Write the letter in the correct place if it is missing.
  - “Free” space: Fill in any one missing letter on your game card.
  - “Move ahead...” or “Move back...” space: Move as directed and check your game card for that letter. Write the letter, if it is missing.
3. Keep playing until one player fills in all missing letters on his or her game card (or play until all players complete their cards). Erase your game card and play again.

## Missing Letters 1

A B \_\_\_ D \_\_\_ F G \_\_\_ \_\_\_ J

K L \_\_\_ N \_\_\_ P \_\_\_ R \_\_\_ T

U \_\_\_ W X \_\_\_ Z

# Missing Letters Game Cards

## Missing Letters 2

A \_ C \_ E F \_ H I \_

\_ L M \_ O \_ Q R S \_

U V \_ X Y \_

## Missing Letters 3

\_ b \_ d \_ f g \_ i j

\_ \_ m n \_ p \_ r s \_

u v w \_ y z

# Missing Letters Game Cards

## Missing Letters 4

a \_ c \_ e \_ g h i \_

k l \_ n o \_ q \_ s \_

u v w \_ y \_

## Missing Letters

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Alphabet Hand Signs



Aa



Bb



Cc



Dd



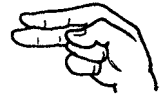
Ee



Ff



Gg



Hh



Ii



Jj



Kk



Ll



Mm



Nn



Oo



Pp



Qq



Rr



Ss



Tt



Uu



Vv



Ww



Xx



Yy



Zz