

Dear Teachers,

The following pages have been designed with you in mind. Flip through this book to find exciting, hands-on ideas for teaching alphabet skills with a pocket chart! (LER 2206)

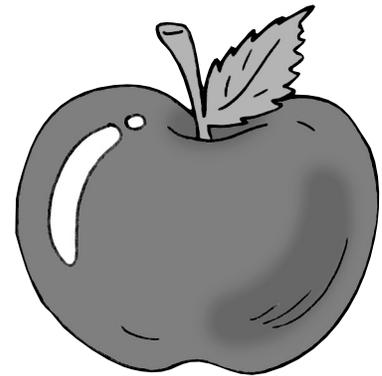
Pocket Chart Phonics – Picture ABCs has been developed to provide creative teaching ideas and reproducible activities to support the use of a pocket chart. Suggested activities are designed to attract all types of learners, and can be used for any letter. They encourage listening, speaking, observing and manipulating letters and pictures to familiarize children with the alphabet. In addition, this book contains 192 ready-to-use cards to aid you in teaching uppercase and lowercase letters. The cards display illustrated pictures and/or letters to use within each lesson. There are two uppercase and two lowercase versions of each letter, with the exception of a, e, i, o, u, j, q, and x, for which there is one uppercase letter and two lowercase letters. A Cards-At-A-Glance chart shows what is pictured on each card, and is located in the back of the book for easy reference. Also included is a Reading List to help you build a classroom library that will encourage alphabet recognition and pre-reading skills.

This book quickly becomes a compact storage file! To use it, first tear out the sheets of cards along the perforated lines. Laminate the cards for extra durability, cut them, and store them in the pocket provided on the back cover of the book. As you use them, tear out the blackline master pages for photocopying, then use the folder pocket on the inside front cover to store them for future use.

Pocket Chart Reading

Picture ABCs

Introduction Strategies



Identifying letters (example letter A)

- Hang your pocket chart in an easy-to-see and easily accessible spot in your classroom. Place a letter card at the top of the pocket chart. Ask students, “Does anyone know what letter this is?”
- Introduce the letter to students by giving characteristics about it: “This is the letter A. It is the first letter in the alphabet. We say its name as ‘ay.’ ” Practice the A sound together.
- Describe what the letter looks like: “It looks like the roof of a house with a line through it.”
- Model how the letter is formed with your back to the class, then ask students to trace the letter in the air, at their seats. “Start at a middle point, draw one line diagonally down to the left, and another diagonally down to the right. Then connect the middle of those two lines with one straight line across.”
- Invite students to recognize and identify the letter. Ask, “Where have you seen this letter before?”
- Connect the letter to the students’ world. Ask children to list things that begin with the letter. Remind them to say the letter first, followed by “is for,” then the object.

Teaching Notes

Due to the variety of ways in which the alphabet symbols can be introduced, the following ideas can be used for any letter, uppercase or lowercase. The blackline master pages that follow are intended for reinforcement of letter recognition skills. Introduce a letter to the class using the introduction strategies on page 1, then present the concept in the following ways:



- Place the uppercase (A), lowercase (a) or a combination of both letters (A a) at the top of the pocket chart. Hand out picture cards beginning with that letter, as well as others from the book. Invite students to say what is pictured on their card, and let them determine whether or not the object begins with the letter on the pocket chart. If it does, a student places the picture under the letter on the pocket chart.

- Place letter cards in a pile near the pocket chart. Place a random assortment of pictures in a column down the middle of the pocket chart. Give an example to the students by asking them to name one of the pictures. Invite them to identify the uppercase symbol of the letter they name, and place it to the left of the picture. Then ask them to find the lowercase symbol for the same letter, and place that to the right of the picture. Pass out the remaining letters needed for the activity, and invite students to fill the pocket chart, following your example.

EX:

A	(apple)		a
B	(boat)		b
C	(cookie)		c

- Choose a number of picture and capital letter pairs. Mix them up in two columns (one column of letters, one column of pictures) on the pocket chart. Invite students to come up, one at a time, and take turns rearranging the pairs, so they are correctly assembled. Do the same with lowercase letters only. Extend the lesson further by including both uppercase and lowercase letters.

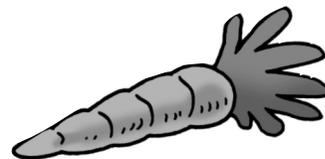
- Play "I've got it!" to practice letter identification with pictures. Pass out letter cards to the children. Place a column of pictures on the pocket chart. List the matching letters, in random order, in a column to the right. Be sure to leave one letter out. Invite students to reorganize the chart, so the correct letters are paired with the corresponding pictures. Students who are holding the missing letter can raise their hand and yell, "I've got it!" at any point in the

game. (They may not be able to identify what is missing until all of the pairs are correctly matched.) The winner(s) can place the pictures on the pocket chart for the next game.

- Place a random assortment of pictures in a grid on the pocket chart. Invite students, one at a time, to remove the pictures that begin with certain letters. Once all of the pictures have been removed, let children place the pictures in a different order on the pocket chart, and start the game over.
- Choose 3-4 letter cards, and place them at the top of the pocket chart. Collect all of the pictures for those letters. Place them in random order in columns under each letter. Ask students to rearrange the pictures so they are correctly listed under each letter. Once a child has moved one picture, he or she may call on another student to make the next move, and so on, until the activity is completed correctly.

- Introduce beginning letters and spelling! Place a picture in the pocket chart. Spell the word next to its picture, leaving out the first letter. Pass out letter cards to the children. Invite them to identify each picture, and name the letter that is needed to fill the space and correctly spell the word! Then invite the child holding the correct letter to place it in the pocket chart and say the word he or she spelled. (It is probably better to begin this activity with three-letter words, and then build up to longer words.)

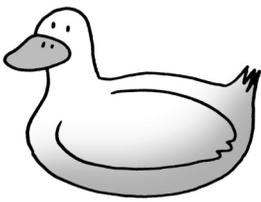
- Place pictures followed to the right by four letters (one which is the correct beginning letter) in the pocket chart. Invite students to choose the letters that are incorrect, and remove them from the pocket chart. The remaining letter should be the correct one! For a challenge, invite students to create similar sequences in the pocket chart for other students in the class to complete.



Activity 1

Ring Around the Letter

Directions: Look at each picture. Circle the letter that begins its name.



A

B

C

D

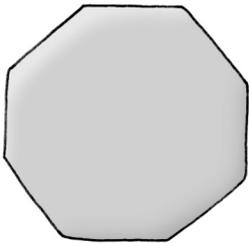


E

F

G

H

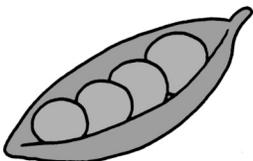


C

G

O

R



M

P

W

X

Activity 2

Matching Uppercase Letters

Directions: Draw a line to the uppercase letter that begins each word.

W



X



Y



Z



Q



Activity 3

Matching Lowercase Letters

Directions: Draw a line to the lowercase letter that begins each word.



d



b



p



c



g

Activity 4

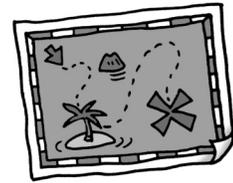
Add One More!

Directions: Say the letter pair, name the picture that follows, and connect them with a line. Then draw a line to a second picture that begins with the same letter.

Gg



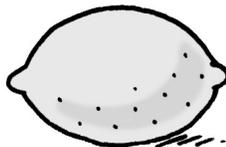
li



Hh



Li



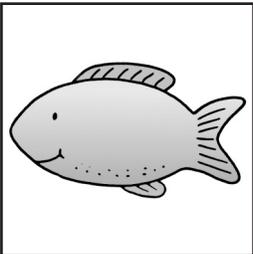
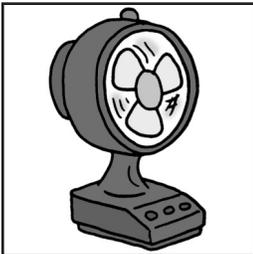
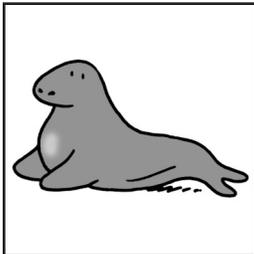
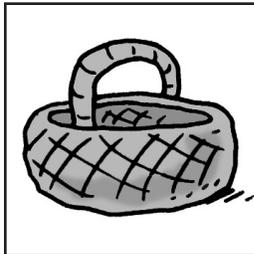
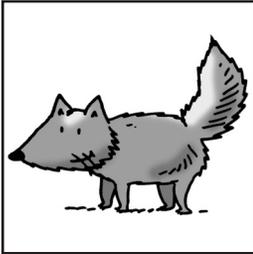
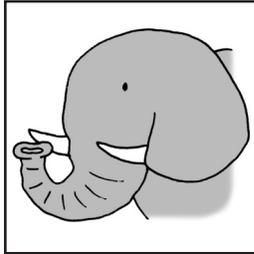
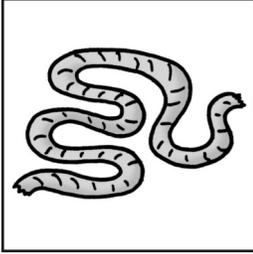
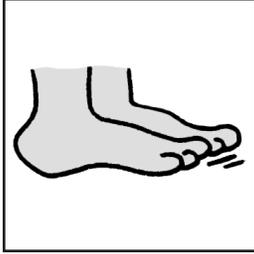
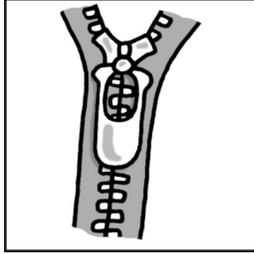
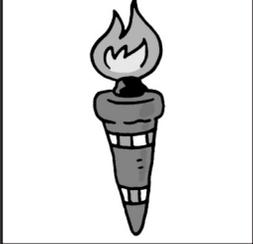
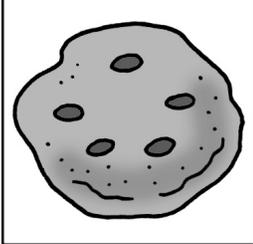
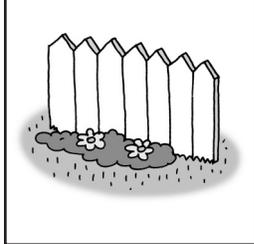
Mm



Activity 5

Fun With Ff!

Directions: Look at the pictures. Name each out loud. Start at the @ , and draw a line connecting all the pictures that begin with the letter Ff, until you reach the * .
(Go across each row first, then down to the next row.)

@				
				
				
				 *

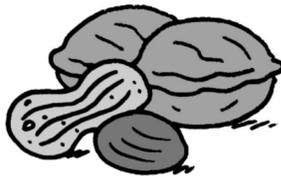
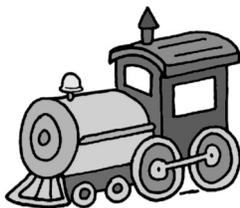
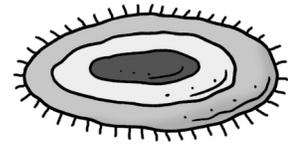
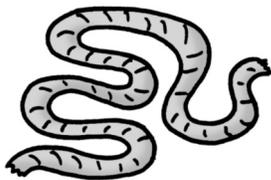
Practice writing the letter Ff below.

Ff

Activity 6

Loads of Letter Fun!

Directions: Look at the pictures. Name the words. Circle the pictures beginning with the letter Tt. Put a line under the pictures that begin with the letter Nn.



Two words are left!
 What letter begins these words? Write it here.

Activity 7

Write It Out!

Directions: Look at the pictures. Say the words out loud.
Practice writing the uppercase letter on each line.



M



V



W



U



N

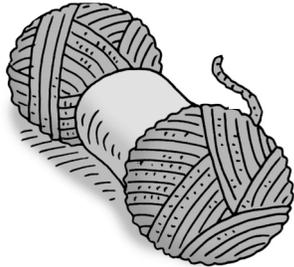
Activity 8

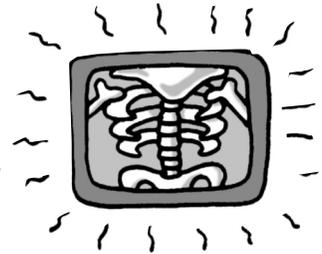
Handwriting Letters

Directions: Look at the pictures.
Fill in the lowercase letter that begins each word.













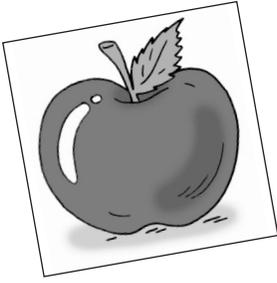




Activity 9

Letter Match-Up

Directions: Look at the uppercase letter. Say the letter out loud.
Draw a line to its lowercase companion.



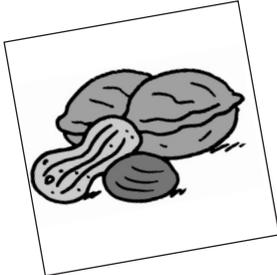
A

v



Q

r



N

q



S

a



R

n

V

s



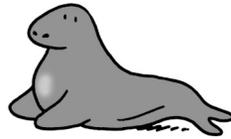
Activity 16

Writing Practice!

Directions: Look at the pictures. One letter is given. Trace the letter, then write the companion letter on the line provided. The last one is the challenge: Fill in the uppercase and lowercase letters for this word!

B

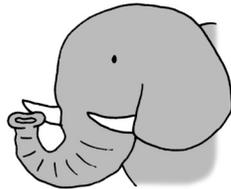




S

J





e



Activity 11

Learning Letters

Directions: Practice writing the uppercase and lowercase letters for the following pictures.



Rr



Gg



Cc



Oo



Qq

Activity 12

Be a Super Speller!

Directions: Name each picture.
Fill in the correct beginning letter for each word.

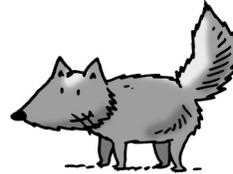
_____ en



_____ lf



_____ ox



_____ op



_____ ak



Activity 13

Be a Spelling Star!

Directions: Name each picture.

Fill in the correct beginning letter for each word.

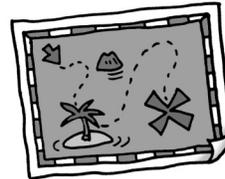
_____ an



_____ og



_____ ap



_____ en



_____ oo



Reading List

ABC T-Rex

Most
Harcourt Brace, NY: 1999

ABC Say with Me

Karen Gundersheimer
Harper Collins Children's Books,
NY: 1984

A, B, See

Tana Hoban
Greenwillow Books, NY: 1982

Alligator Arrived with Apples

Crescent Dragonwagon
MacMillan Publishers, NY: 1987

A Long Trip to Z

Juwanda Ford
Scholastic, Inc., NY: 1997

Alphabears

Kathleen Hague
Holt, Rinehart & Winston, NY:
1984

A, My Name is Alice

Jane Bayer
Dial Books for Young Readers, NY:
1984

Animal Alphabet

Bert Kitchen
Dial Books, NY: 1984

Beginning to Learn About Letters

Richard Allington
Raintree-Steck Vaughn, Florida:
1985

Chicka Chicka ABC

Bill Martin, Jr.
Simon & Schuster Children's, NY:
1998

Clifford's ABCs

Norman Bridwell
Scholastic Books, NY: 1983

Curious George's ABCs

Margaret Rey
Houghton-Mifflin, NY: 1998

John Burningham's ABCs

John Burningham
Crown Publishers, NY: 1986

Magic Monsters Act the Alphabet

Jane Belk Moncure
Children's Press, Chicago: 1980

The Dragon ABC Hunt

Loreen Leedy
Holiday House, NY: 1986

Cards-At-A-Glance

Cards are shown as front-to-back pairs.

acorn		q	gorilla		H	mummy		a	top		Z
ant		p	giraffe		H	net		t	train		z
apple		w	grapes		U	night		T	tuba		Z
basket		p	hat		M	nine		T	umbrella		K
bell		Q	hen		m	nuts		t	unicorn		K
boat		n	hive		m	octagon		L	uniform		v
bone		n	house		M	octopus		L	vase		e
candle		P	ice		I	ostrich		W	vine		f
carrot		N	ice cream		I	pen		S	violin		G
cookie		X	ink		W	peacock		S	vulture		g
crab		x	jar		k	peas		s	wave		G
dice		N	jewels		k	pie		s	web		f
dog		i	juice		v	quarter		V	wig		D
dragon		j	kangaroo		d	queen		r	worm		F
duck		P	key		b	question mark		r	x-ray		V
elephant		w	king		C	rain		j	xylophone		R
elf		h	kite		B	ring		x	yak		F
envelope		J	lamp		A	rope		q	yarn		E
fan		h	lemon		B	rug		u	yellow		D
feet		u	letter		c	seal		o	yo-yo		g
fence		R	lips		d	skunk		i	zebra		y
fish		I	man		C	snail		e	zero		Y
fox		o	map		b	star		a	zipper		y
goat		O	mouse		c	tooth		z	zoo		Y