

# A B C s

## Ontario Curriculum Expectations

### With the help of activities in this unit, students will:

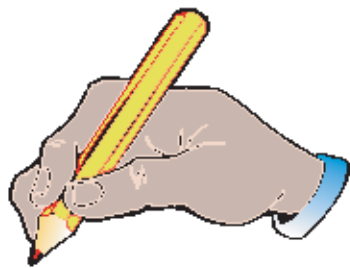
- print most of the letters of the alphabet, their own names
- identify most of the letters of the alphabet and demonstrate understanding that letters represent sounds and that written words convey meanings
- demonstrate awareness of individual sounds and sound patterns in language

### Parent Tips:

1. All activities in this unit require parental assistance (i.e., reading directions, supervise cutting and pasting).
2. Before your child begins printing, check to see how your child holds his/her pencil. The pencil should be gripped with the thumb and pointer finger and supported by the index finger. (a finger position guide can be below)
3. Encourage your child to form letters using the guidelines provided on the printing lines. The pencil should always start at the top of the letter and move in a downward motion. Try having your child print the letter "in the air" before printing on the paper.
4. Have your child repeat the letter name after you. Make the sound of the letter and then have child repeat after you. Brainstorm with your child to think of words that they know that begin with that letter sound. Look at the picture in the left hand corner, have your child repeat the name of the picture, putting an emphasis on the first sound.
5. When completing the activity at the bottom of each page. Have the child point to the pictures saying the name of each picture. Keep referring back to the picture in the right hand corner. For example, when working on the Mm page, ask your child "Does m-m-map sound the same as m-m-mose?", "Does d-d-dog sound the same as m-m-mouse?". Encourage your child to be listening for the beginning sound of each word.

### Materials required to complete this unit:

- pencil
- crayons
- scissors
- glue



**\* All of the activities in this unit require parent assistance. (reading directions, supervise cutting and pasting)**

Ff



fish

Trace the letters. Practice printing on the lines.



Say the name of each picture. Draw a line to the pictures that start like  fish




# LI



# lion

Trace the letters. Practice printing on the lines.

Tracing practice lines for the letter 'L'. The first row shows a yellow 'L' with stroke order arrows: '1' for the vertical line and '2' for the horizontal line. The second row shows a dashed 'L' for tracing. The third row shows a yellow vertical line for printing practice, with a dashed vertical line to its right.

Say the name of each picture. Put a ✓ check under the pictures that starts the same as  lion.













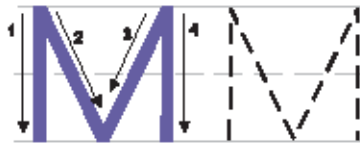
# ABCs

# Mm



mouse

Trace the letters. Practice printing on the lines.



Say the name of each picture. Draw a line to the pictures that start like  mouse.

