

SEEDS

Skill-based Educational Experiences Delivery System

BOOK #5

DR. SEUSS'S ABC

by
Dr. Seuss

Materials

Vocabulary Word Cards

Alphabet Page

1 Lunch bag

Uppercase and Lowercase 2" Letters (2 sets)

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**FLORIDA INSTITUTE
OF EDUCATION**
at the University of North Florida

University of North Florida • University Center • 12000 Alumni Drive • Jacksonville, Florida 32224-2678
(904) 620-2496 • FAX (904) 620-2454 • <http://www.unf.edu/fie>

SEEDS

Session 1 - Steps to Success

Dr. Seuss's ABC, Dr. Seuss

Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *alphabet, letters*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, **Alphabet Page**, lunch bag, uppercase and lowercase letters.

Introduction of Book

- Show the children the front cover of the book and ask them what they think the book will be about. (letters) Point to and say the name of each letter.
- Tell the children that they will see many letters in the book. Tell them that when they put letters together, the letters make words.
- Identify the title of the book and the author of the book.

Reading Aloud

- Tell the children that you will be reading a story about the big letters and the little letters of the alphabet. The big letters are called uppercase letters and the little letters are called lowercase letters.
- Introduce the Vocabulary Word Cards – *alphabet, letters*. Tell the children when you put all of the letters together, it is called the *alphabet*. Tell them that each letter makes a sound and they will see all of the letters of the *alphabet* in the book.
- Display the Vocabulary Word Cards when you talk about the *alphabet* and *letters*.
- Read the first 39 pages of the book.
- **While reading the book**, tell the children that the big letters are called uppercase letters and the little letters are called lowercase letters.

After Reading

- **After reading the book**, ask the following questions:
 - When you group all of the letters together, what is it called? (alphabet)
 - What happens when you put a few letters together? (make words)

Conversations and Vocabulary Development

Activity 1 Show the children the **Alphabet Page**. Randomly place the uppercase and lowercase letters, from **A** through **P**, on the table. Begin to say the name of the letters and ask the children to point to the letters. When the child finds the letters, ask him/her to name the letter and make the sound of the letter.



- Activity 2** Tap one child on the shoulder and ask him/her to call out the name of the letter you are pointing to. Ask the child to name one object that begins with the letter that was called out. Ask the child to use the word in a full sentence. Continue until all children have had an opportunity to play the game.
- Activity 3** Place the uppercase and lowercase letters from **A** through **P** on the table. Ask the children to match the uppercase (big) letters with lowercase (little) letters. If the children need help, show them the big letters and the little letters in the book. As the children match the letters, ask them to say the name of the letters.
- Activity 4** Randomly go through the first 39 pages of the book. Ask the children to identify the letters that you point to in the book. Point to the illustrated objects that begin with the corresponding letters and ask the children to name the objects. Say the letter name and the beginning sound each letter makes.

Conversations and Language Enhancement

- Activity 1** Place the lowercase letters from **A** through **P** in a lunch bag. Ask the children to reach inside the bag and pull out a letter. Ask them to identify each letter and think of three words that begin with the same letter. Then, ask them to use the three words in a complete sentence.
- Activity 2** Give each child one of the letters. Ask them to identify the letter. Sing the **Give a Cheer** song with the children and ask them to respond to the words in the song.

Give a Cheer

(Tune: If You're Happy and You Know It)

If you have the letter (____), give a cheer.

If you have the letter (____), give a cheer.

If you have the letter (____), come and put it right up here,

If you have the letter (____), give a cheer.

Continue until each child has 2-3 opportunities to identify different letters.

- Activity 3** Give each child 1-3 letters. Start with the first 10 letters of the alphabet. Ask the children to name the letters and put the letters in order, starting with the letter **A**. Refer to the **Alphabet Page** if the children need help. Continue the game until all of the letters are in order.
- Activity 4** Sing the **Letter Practice** song with the children. Use the letters from **A** through **P** for this activity.

Letter Practice

(Tune: London Bridge)

Alligator starts with the letter **a**,

Letter **a**, letter **a**,

Alligator starts with the letter **a**,

Can you think of one more word that begins with the letter **a**?

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Session 2 - Steps to Success

Dr. Seuss's ABC, Dr. Seuss

Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *alphabet, letters*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, **Alphabet Page**, lunch bag, uppercase and lowercase magnetic letters.

Introduction of Book

- Show the children the cover of the book and ask them what the book is about. (alphabet and letters)
- Ask the children to describe what the alphabet is made up of (letters). Tell the children that you will be reading about the letters **Q** through the last letter of the alphabet, **Z**.
- Ask the children to sing the **Alphabet Song** with you.
- Review the title of the book and the author of the book.

Reading Aloud

- Open the book to page 40 and begin reading the book.
- **While reading the book**, ask the following questions:
 - What is Rosy Robin doing? (riding her red rhinoceros)
 - What happened to Silly Sammy Slick after she sipped six sodas? (she got sick, sick, sick)
 - Ten tired turtles were sleeping in a tree. Where do you sleep when you are tired?

After Reading

- Tell the children that they learned about all of the letters of the alphabet. Show them the **Alphabet Page**. Sing the **Alphabet Song** while you are pointing to the letters of the alphabet.
- **After reading the book**, ask the following questions:
 - How do you use letters? (words, names, games)
 - What is the last letter of the alphabet? (Z) What is the first letter? (A) What is the first letter of your name?

Conversations and Vocabulary Development

- Activity 1** Place the uppercase and lowercase letters from **Q** through **Z** on the table. Ask each child to pick up three letters. Ask each child to tell you the name of each letter, and to tell you the name of the letter that comes before each letter, and the name of the letter that comes after each letter.
- Activity 2** Place the uppercase letters on the table. Hold up one of the lowercase letters. Ask the children to find the uppercase letter that is on the table. Continue to hold up letters until all of the uppercase and lowercase letters are matched. As the children find the letters, ask them to name the letters.



- Activity 3** Tell the children you are going to ask them to tell you a word that begins with a specific letter. Sing the **Tell Me a Word** song with the children.

Tell Me a Word

(Tune: Skip to My Lou)

Tell me a word that begins with **(t)**,

Tell me a word that begins with **(t)**

Tell me a word that begins with **(t)**

Who can tell me a word?

Continue singing the song using several letters of the alphabet.

Conversations and Language Enhancement

- Activity 1** Display the **Alphabet Page** during this activity. Tell the children that they will be saying the letters of the alphabet with you. Start with the letter **A** and as you tap the children on their shoulders, ask them to say the next letter. Continue until you go through the alphabet.
- Activity 2** Place the uppercase and lowercase letters on the table. Call out the names of some of the letters and have the children find and touch the letter. Ask them to look around the room, and find something that begins with the same letter.
- Activity 3** Place the uppercase letters on the table. Ask each child to identify the first letter in his/her name. Ask the child to point to the corresponding uppercase letter on the table. Ask them to think of one other name that begins with the same letter. Sing the **Shout It Out** song with the children.

Shout It Out

(Tune: If You're Happy and You Know It)

If your name starts with **/T/**, shout it out. (Thomas)

If your name starts with **/M/**, shout it out. (Marie)

I would be so proud, if you said your name out loud,

If your name starts with **/A/**, shout it out. (Angela).

Continue singing the song until all of the children have had a chance to shout their names.

- Activity 4** Remind the children that the book was about the letters of the alphabet. Give each child a topic and ask him/her to make up a full sentence describing the topic. If the child has difficulty, prompt by giving clues or say a sentence and ask the child to repeat the sentence.
- Prompt 1** - Big B, little b, tell me three things that begin with B. Use those words in a sentence.
- Prompt 2** - The kitten and the kangaroo kicked a kettle and flew a kite. What else could they do that begins with the letter K?
- Prompt 3** - Willy Waterloo was washing Warren Wiggins. What else could you wash that begins with a W?

Vocabulary Word Cards

A B C D E
F G H I J K
L M N O P
Q R S T U
V W X Y Z

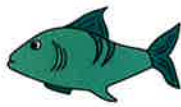
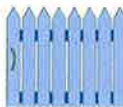
alphabet

Mm Pp

Tt Ss

letters

Alphabet Page

 apple Aaa	 ball Bbb	 cake Ccc	 door Ddd
 egg Eee	 fish Fff	 gate Ggg	 heart Hhh
 igloo Iii	 jar Jjj	 key Kkk	 leaf Lll
 moon Mmm	 nail Nnn	 octopus Ooo	 pencil Ppp
 quilt Qqq	 rainbow Rrr	 sock Sss	 tooth Ttt
 umbrella Uuu	 violin Vvv	 wagon Www	 box Xxx
 yarn Yyy	 zipper Zzz	 Early Literacy & Learning Model Plus	

