

All About Letters Pocket Chart™

Congratulations on your purchase of this Really Good Stuff® **All About Letters Pocket Chart**—an interactive way to review letter identification, letter sounds, and vocabulary.

This Really Good Stuff® product includes:

- All About Letters Pocket Chart, with magnetic strip
- 52 Two-sided Word and Picture Cards, Write Again® wipe-off laminate
- 26 Two-sided Letter Cards, Write Again® wipe-off laminate
- 1 Two-sided Alphabet Card, Write Again® wipe-off laminate
- Storage Pocket
- This Really Good Stuff® Instructional Guide

Cleaning and Storing the All About Letters Pocket Chart

Keep your Pocket Chart in good condition by wiping it occasionally with a damp sponge. Fold the Pocket Chart horizontally along the stitching lines for easy storage.

Assembling and Displaying the All About Letters Pocket Chart

Before displaying the **All About Letters Pocket Chart**, make copies of this Really Good Stuff® Instructional Guide and file the pages for future use. Or, download another copy of it from our Web site at reallygoodstuff.com. Cut apart the Cards and store them in the Storage Pocket when not in use. Display the Pocket Chart where students will be able to see and interact with it easily.

Introducing and Using the All About Letters Pocket Chart

To introduce the **All About Letters Pocket Chart**, place the uppercase and lowercase letter Cards you want to begin with into the All About the Letter pocket. (**Note:** The Cards in this set are designed to reinforce the first half versus the second half of the alphabet by having materials for the letters A to M on yellow Cards and materials for the letters N to Z on blue Cards.) The vowels are identified with red lettering, and the consonants with black. Tuck the Alphabet Card with the matching color background into the Find the Letter pocket. Have the four Word and Picture Cards that correspond to the letter nearby.

Explain to students that you are going to use this Pocket Chart to practice and review the alphabet. Introduce the sections of the Pocket Chart from top to bottom:

All About the Letter

1. Point to and read the title.
2. Ask students if they can identify the letter in the Pocket Chart.
3. Once a student has said the letter, explain that the Cards in the Pocket Chart are the uppercase and lowercase letters, pointing to each as you name it.
4. Have students repeat the name of the letter.

Listen to the Sound

1. Point to and read the header. (**Note:** For vowels and for the letters c and g, remind students that the letter can make different sounds and that the Word and Picture Cards show the two different sounds.)
2. Ask students if they know the sound that the letter makes. Once a student has said the correct sound, have the whole class repeat it.
3. Ask if someone can name any words that start with that sound. If a student names one of the words on the Word and Picture Cards, place that Card in the Pocket Chart.
4. After students have named several words, place the remaining Word and Picture Cards into the Pocket Chart one at a time, saying the word with emphasis on the initial sound. Have students repeat the words after you. To create additional cards, make copies of the Word Card Reproducibles, label with words, draw or paste corresponding pictures, and then cut apart.

Words We Know

1. Make copies of the Blank Lined Cards Reproducible, cut them apart, and store them for future use.
2. Point to and read the header.
3. Ask students if they have any classmates or friends whose names start with the selected letter.
4. Using a marker, write each student's name on a Blank Lined Cards Reproducible and tuck it into one of the Words We Know pockets.
5. Ask students if there are any other words they know that start with that letter. As students name words, write each one on a Blank Lined Cards Reproducible and place it into a pocket.
6. Write the Words We Know words on index cards, and add them to your word wall.

Variation: Pre-label the Blank Lined Cards Reproducibles with student names and/or sight words that you want to introduce, and place them into the pockets as you say them. Then have students repeat the words.

Find the Letter

1. Pull out the Alphabet Card, ask a student to come forward, and use a dry erase marker to circle the letter on the Card.
2. Tuck the Card back into the pocket.
3. Explain to students that they will have an easier time finding the letter in the alphabet if they think of the alphabet in two halves—the first half containing the letters from A to M and the second half containing the letters from N to Z. To give students a hint, point out the coordinating color backgrounds on the Cards. To have students work along with you at their desks, make and distribute copies of the Alphabet Card Reproducible.

All instructional guides can be found online.

All About Letters Pocket Chart

After you have finished presenting the new letter in the *Pocket Chart*, leave the *Cards* in the *Chart* so that students can refer to the letters as needed.

All About the Letter Reproducible

Each time you introduce a new letter using the **All About Letters Pocket Chart**, have students complete a customized copy of the *All About the Letter Reproducible*, either as you review the information in the *Pocket Chart* or afterward: Make copies of the *Letter Tracing Cards Reproducibles*, cut them apart, and store them in a zippered plastic bag. Make one copy of the *All About the Letter Reproducible*. Write the letter you plan to review on the *All About the Letter* line, copy and attach the appropriate *Letter Tracing Card* to the programmed copy of the reproducible. Then copy this customized reproducible for students.

Review the directions by instructing students to trace the letter to practice its formation, to write the uppercase and lowercase form of the letter, to draw pictures of items that start with the letter, to write words that start with the letter, and to circle the letter in the alphabet. Once you have presented all the letters of the alphabet and students have completed a reproducible for each one, bind the reproducibles together so that each student has a personalized alphabet book.

All About Letters Center

Hang the *Pocket Chart* in an area easily accessible to students, place an uppercase and a lowercase *Letter Card* in the top pocket, and have the coordinating *Cards* available nearby. Assign students time to visit the newly formed center and challenge them to select the correct *Cards* and place them in the *Pocket Chart*. For assessment purposes, ask students to complete a copy of the *All About the Letter Reproducible*, using information from the *Pocket Chart*, and to turn the reproducible in to you.

Letter Scavenger Hunt

For more difficult letters, you may want to scatter objects or pictures of objects that start with that letter around the room before you introduce the scavenger hunt. After introducing a letter, give students several minutes to look around the room and find a certain number of examples of items that start with the letter. After the hunting time is over, select students to show their examples. To make this extra fun, give them a fun pointer to walk around the room and point out examples of things that start with the letter.

Letter Sound Scavenger Hunt

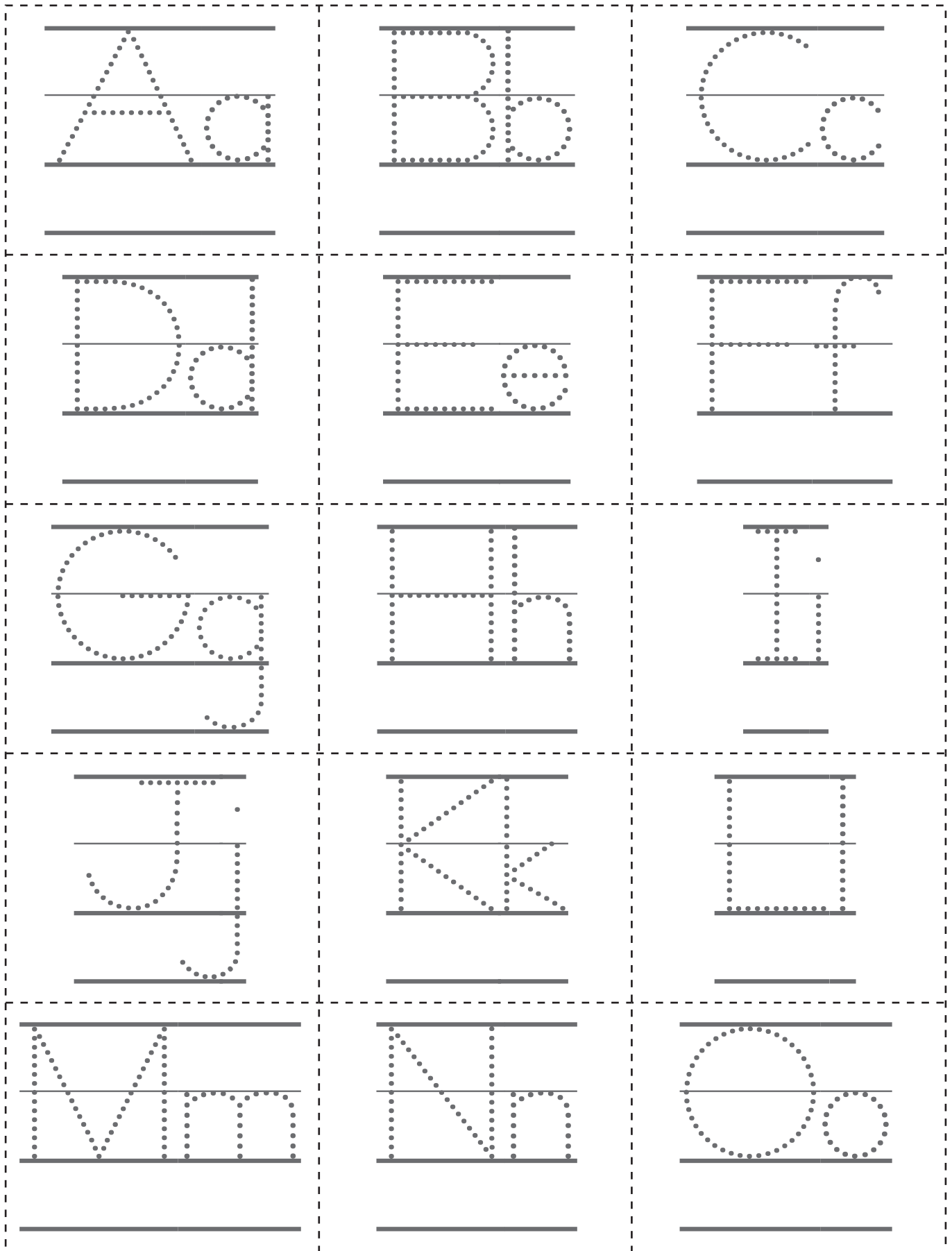
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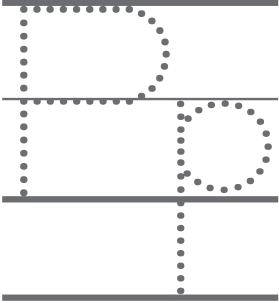
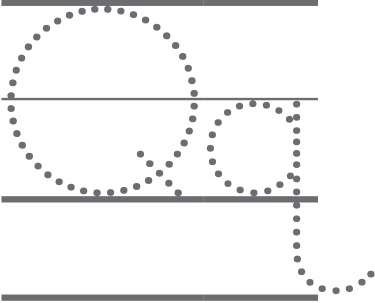
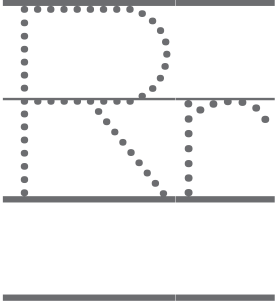
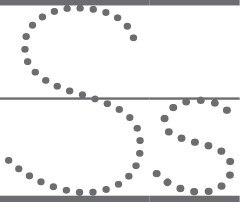
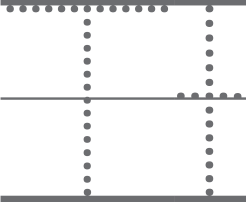
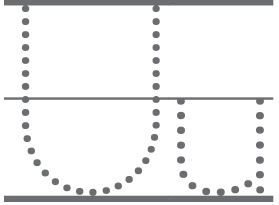
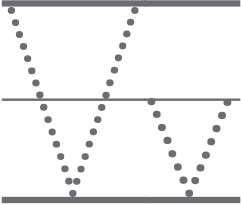
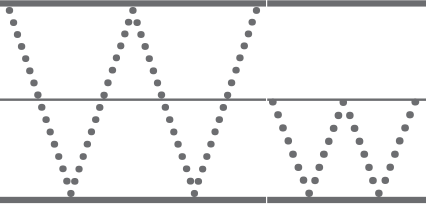
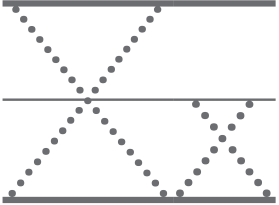
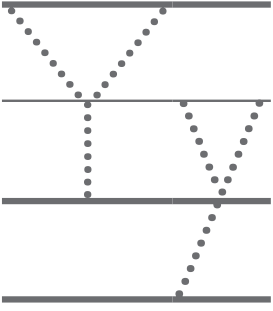
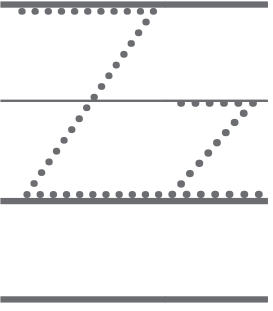
each student a sheet of paper and a crayon or a dry erase board and a dry erase marker. After introducing a letter, gather students together and explain that they are to hunt for objects that begin with the same sound in the classroom. Tell students that they have 5 to 10 minutes to look around the room and draw or write down as many objects as they can that start with the sound of the letter. Afterward, encourage students to share their objects. To extend this activity, direct students to find objects around the house or in their neighborhood that start with the assigned letter.

Vowel Sounds

Once students have learned their alphabet letters and are ready for more difficult skills, use the **All About Letters Pocket Chart** to talk about vowels. Place the *Letter Cards* for *Aa*, *Ee*, *Ii*, *Oo*, and/or *Uu* on the chalk tray, and guide students to recognize that the vowels are in red and the consonants are in black. Tell students that you are going to review each vowel in the *Pocket Chart* and the sounds each one makes. Begin with the letter *Aa*, and follow these steps for the other vowels:

1. Place the vowel *Letter Card* into the top pocket on the *Pocket Chart*, and set out the corresponding *Word and Picture Cards* on a table nearby.
2. Have a student read the *Letter Card* aloud.
3. Remind students of the vowel's sounds, and say each one aloud. Have the students repeat each sound after you.
4. One by one, hold up the *Word and Picture Cards*, say each one, and have students repeat the word after you.
5. Choose a student to place one of the *Picture Cards* into the top *Listen to the Sound* pocket. Identify whether it is the long or the short sound of the vowel, and challenge another student to find the other *Word and Picture Card* with the same sound and to place it into the same pocket. Repeat the process with the other two *Word and Picture Cards* for the vowel, reinforcing the sound and having students place them into the second pocket.
6. Ask students to think of other words with the same sound(s), and write them on copies of the *Blank Lined Cards Reproducible*. Choose students to read the words and place the reproducibles into the *Words We Know* pockets, according to the long or short sound.
7. Place the appropriate *Alphabet Card* into the *Find the Letter* pocket, and have a student use a dry erase marker to circle the featured vowel.



Name: _____

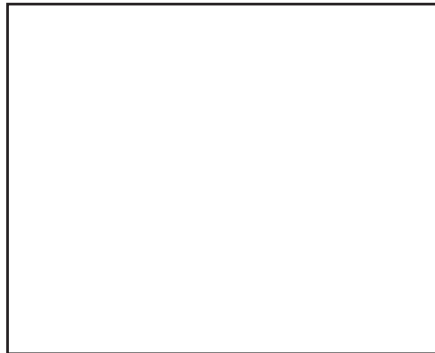
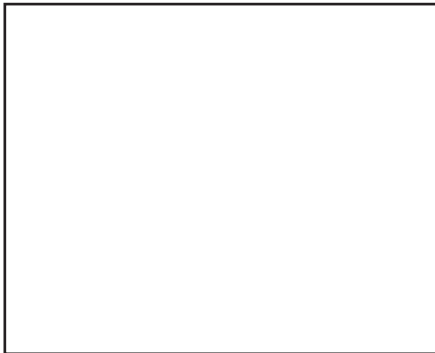
All About the Letter: _____

Trace the letter:



Write the uppercase and lowercase letter three times each.

Draw pictures that start with this letter.



Write words that start with this letter.

Circle the letter in the alphabet.

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

Name: _____

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