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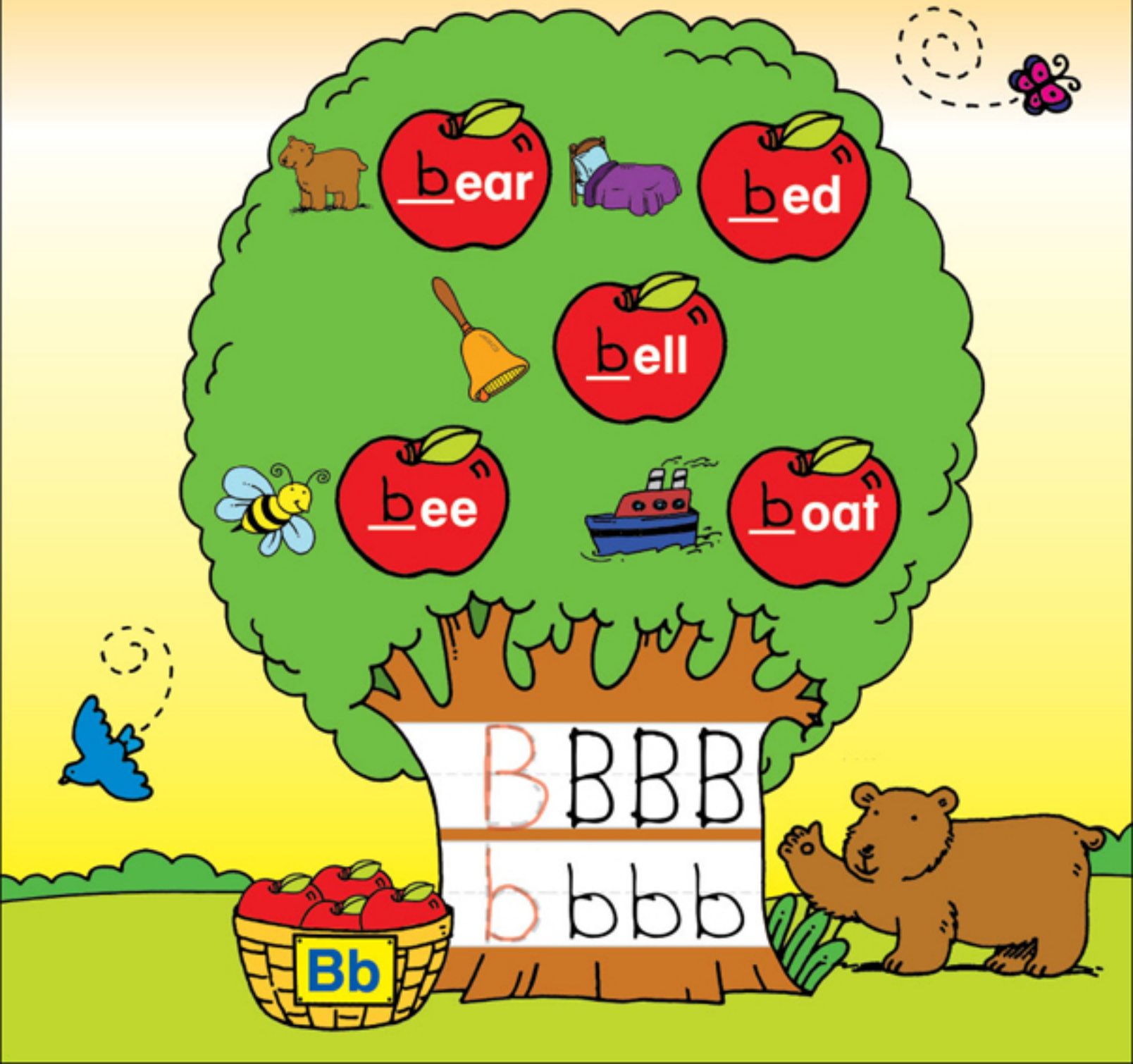
GRADES PREK–K

Alphabet Trees

50+ Practice Pages That Help Kids Master the Letters A to Z and Build a Foundation for Reading Success



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Alphabet Trees

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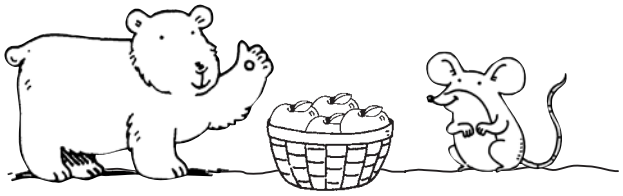

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1 2 3 4 5 6 7 8 9 10 40 20 19 18 17 16 15 14 13

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Alphabet Trees

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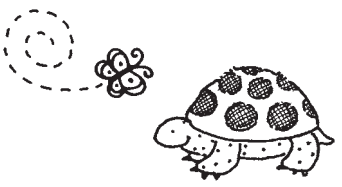

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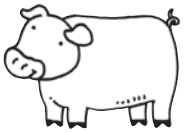
Introduction



Alphabet Trees offers an engaging and fun way for kids to master alphabet recognition and letter-sound associations. Knowledge of letters and their sounds is key to learning to read and write. In his book *Phonics From A to Z* (Scholastic, 2006, revised), reading specialist Wiley Blevins notes that the two best predictors of early reading success are alphabet recognition and phonemic awareness (Adams, 1990; Stanovich, 1992; Chall, 1996; Beck and Juel, 1995; Share, Jorm, Maclean, and Matthews, 1984). These two skills—knowing the letters and the sounds they represent and being able to identify these sounds with automaticity—are essential for early reading development.

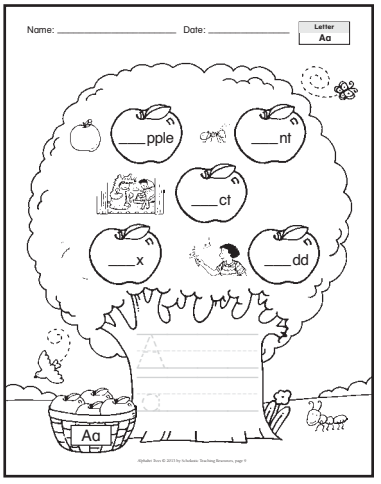
The activities in this book give children lots of practice in writing uppercase and lowercase letters and reading words that begin with each letter. Picture clues provide them with support in identifying the words. In addition, the word spellings offer further opportunities to develop letter-sound associations and phonemic awareness skills.

You can use the alphabet trees with the whole class or in small groups. Or place them in a learning center for children to use independently or in pairs. The activities are ideal for children of all learning styles, ELL students, and for RTI instruction. And best of all, the alphabet trees take only a few minutes to complete, making them a quick way to integrate letter learning into the school day.

How to Use the Alphabet Trees

Completing an alphabet tree is easy and fun. To begin, distribute copies of the activity page for the letter you want to teach. Point out the letter on the basket that's under the tree and name it. Then have children do the following:

1. Trace the uppercase and lowercase letters on the tree trunk. Then independently write the letter several more times on each line.
2. Complete the word spelling on each apple by writing the lowercase letter on the line at the beginning of the word. (Note that for the letter *x* on page 32, the blank line may appear at the beginning or end of the word stem on the apple.) Read the word, using the picture clue as an aid in identifying the word.
3. After filling in all the apples, read aloud the words again, pointing to each word while saying it.



Check pages 6–8 for a list of words that can be created with each letter.

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Activities to Extend Learning

Use these activities to give children additional practice with letter recognition and letter-sound associations.

Make Your Own Tree: Use the template on page 64 to create your own alphabet trees. To prepare, choose a letter to feature on the page. Print a model of that letter on the left side of the lines on the trunk, writing the uppercase letter on the top line and the lowercase letter on the bottom line. Write a different word that begins with the feature letter on each apple, using a blank line for the first letter of the word. If desired, draw or glue on a picture for the word next to its apple. Then copy a class supply of the page, distribute to children, and have them complete the activity. You might also give copies of the template to children so they can make their own alphabet trees.

Alphabetical Apples: Write each letter—uppercase or lowercase—on a red apple cutout (26 apples in all). Put the apples in a learning center. Then challenge children to put the apples in alphabetical order. When finished, have them refer to an alphabet chart to check their work.

Alphabet Shape Books: For shape books, mask the apples on a copy of the tree template (page 64) and make colored copies of the template on sturdy paper. Also, cut a class supply of plain paper into quarters. To make a book, have children cut out the tree, then stack and staple 6–8 pages to the treetop. Ask them to choose a letter of the alphabet (or assign letters to children) and write the uppercase and lowercase versions of that letter on the trunk. Have children write one word that begins with their letter on each page and then illustrate the word. Invite children to read their shape books with partners.

Alphabet Memory: To make game cards for this familiar game, simply write letters of the alphabet on a supply of apple cutouts, creating a pair of apples for each letter. (Use either uppercase or lowercase letters.) Then invite children to use the cards to play Memory. Each time they find a matching pair of letters, they keep the match.

Musical Word Walk: Label sheets of paper with words that begin with different letters of the alphabet, checking that you have two words for each letter. Arrange the pages word-side down in a looped path. Then have children walk along the outside of the path while music plays. Periodically stop the music, have children pick up the nearest page, and then find another child with a word that begins with the same letter.

Connections to the Common Core State Standards

The Common Core State Standards Initiative (CCSSI) has outlined learning expectations in English Language Arts for students at different grade levels. The activities in this book align with the following Foundational Skills for Reading for students in grades K–1. For more information, visit the CCSSI Web site at www.corestandards.org.

Print Concepts

RF.K.1, RF.1.1. Demonstrate understanding of the organization and basic features of print.
RF.K.1a, RF.K.1b
RF.K.1d

Phonological Awareness

RF.K.2, RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2b, RF.K.2c
RF.1.2b

Phonics and Word Recognition

RF.K.3, RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a, RF.K.3b
RF.1.3g

Fluency

RF.K.4. Read emergent-reader texts with purpose and understanding.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a, RF.1.4c

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Alphabet Word Lists

Aa *(page 9)*
act
add
ant
apple
ax

Bb *(page 10)*
bear
bed
bee
bell
boat

Cc *(page 11)*
can
cat
coat
cow
cup

Dd *(page 12)*
desk
dime
dog
door
duck

Ee *(page 13)*
ear
egg
elbow
elk
exit

Ff *(page 14)*
fan
fish
five
foot
fox

Gg *(page 15)*
game
gift
girl
goat
gum

Hh *(page 16)*
ham
hand
hat
hen
hug

Ii *(page 17)*
igloo
inch
ink
insect
itch

Jj *(page 18)*
jar
jay
jeep
jet
jump

Kk *(page 19)*
key
kick
king
kite
koala

Ll *(page 20)*
lamp
leaf
leg
lion
lock

Mm *(page 21)*
man
mask
milk
mop
mouse

Nn *(page 22)*
nail
nest
newt
nose
nut

Oo *(page 23)*
old
olive
on
otter
owl

Pp *(page 24)*
pan
pear
pen
pig
pie

Qq *(page 25)*
quack
quail
queen
quiet
quilt

Rr *(page 26)*
rabbit
rake
ring
rope
rug

Ss *(page 27)*
sink
snake
soap
sock
sun

Tt *(page 28)*
table
tent
tire
top
turtle

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Alphabet Word Lists

(continued)

Uu *(page 29)*
umpire
under
untie
unzip
up

Vv *(page 30)*
van
vase
vest
vet
vine

Ww *(page 31)*
watch
web
well
wig
worm

Xx *(page 32)*
box
mix
ox
six
x-ray

Yy *(page 33)*
yak
yard
yarn
yawn
yo-yo

Zz *(page 34)*
zap
zebra
zero
zip
zoo

a, d *(page 35)*
act
ant
ax
deer
dime

a, o *(page 36)*
add
apple
otter
owl
ox

b, d *(page 37)*
bed
bee
boat
dog
door

b, h *(page 38)*
bear
bell
hat
horse
hug

b, p *(page 39)*
bag
ball
book
pig
pie

b, q *(page 40)*
bat
boot
box
quail
quiet

c, e *(page 41)*
can
coat
egg
elf
elbow

c, o *(page 42)*
cat
cow
cup
old
olive

d, g *(page 43)*
desk
dog
game
gift
goose

d, p *(page 44)*
dive
door
pan
pear
poodle

d, q *(page 45)*
dirt
dish
duck
quick
quilt

f, t *(page 46)*
fan
fish
tent
tiger
top

g, p *(page 47)*
girl
goat
gum
panda
pen

g, q *(page 48)*
gate
goose
quack
queen
quilt

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Alphabet Word Lists

(continued)

h, n *(page 49)*
ham
hand
hippo
nest
nut

h, r *(page 50)*
hat
hen
rake
robot
rug

i, j *(page 51)*
iguana
inch
ink
jeep
jump

i, l *(page 52)*
igloo
itch
lamb
leg
lock

k, y *(page 53)*
key
king
kite
yarn
yo-yo

l, t *(page 54)*
lamp
leaf
tape
tooth
turkey

m, n *(page 55)*
man
milk
monkey
nail
nose

m, w *(page 56)*
mask
mop
watch
wig
wolf

n, r *(page 57)*
net
nine
ring
robin
rope

n, u *(page 58)*
nail
nose
nurse
under
untied

p, q *(page 59)*
park
peach
prince
quail
quiet

s, z *(page 60)*
skunk
sock
sun
zip
zoo

u, v *(page 61)*
unzip
up
vase
vet
vulture

v, w *(page 62)*
van
vest
web
witch
worm

v, y *(page 63)*
vet
vine
vote
yard
yawn

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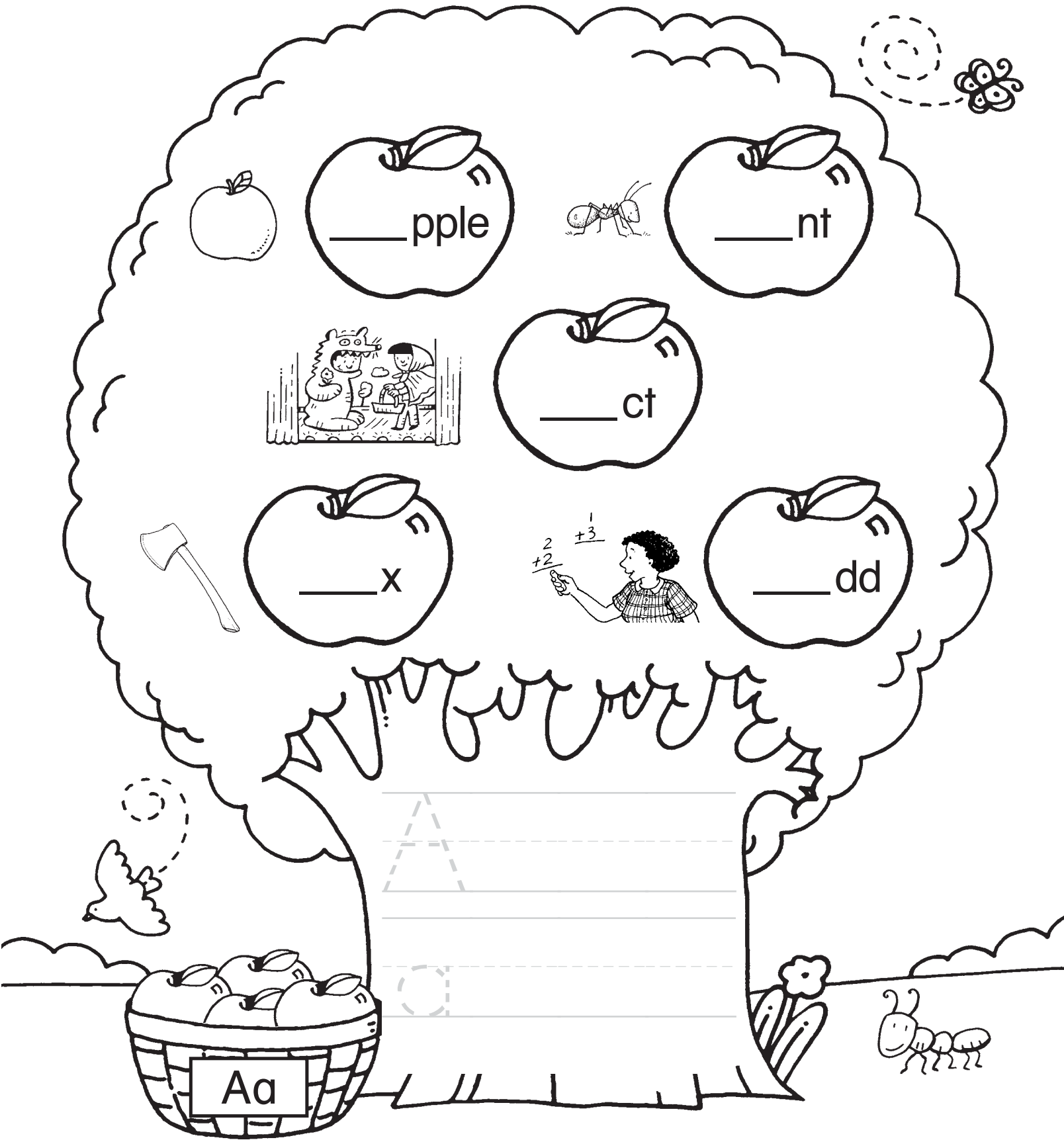
Name: _____ Date: _____

Letter
Aa



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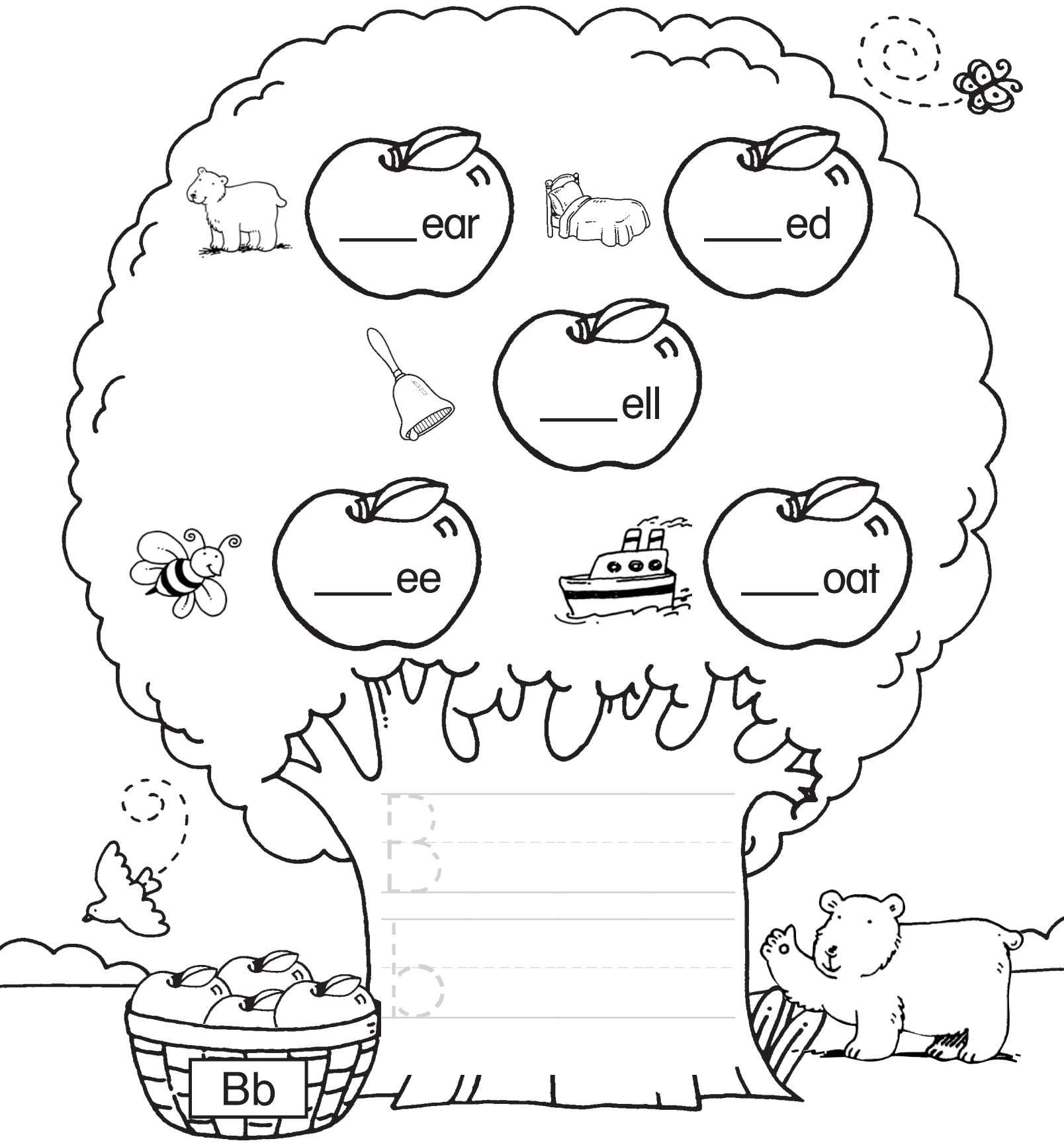
Letter
Bb



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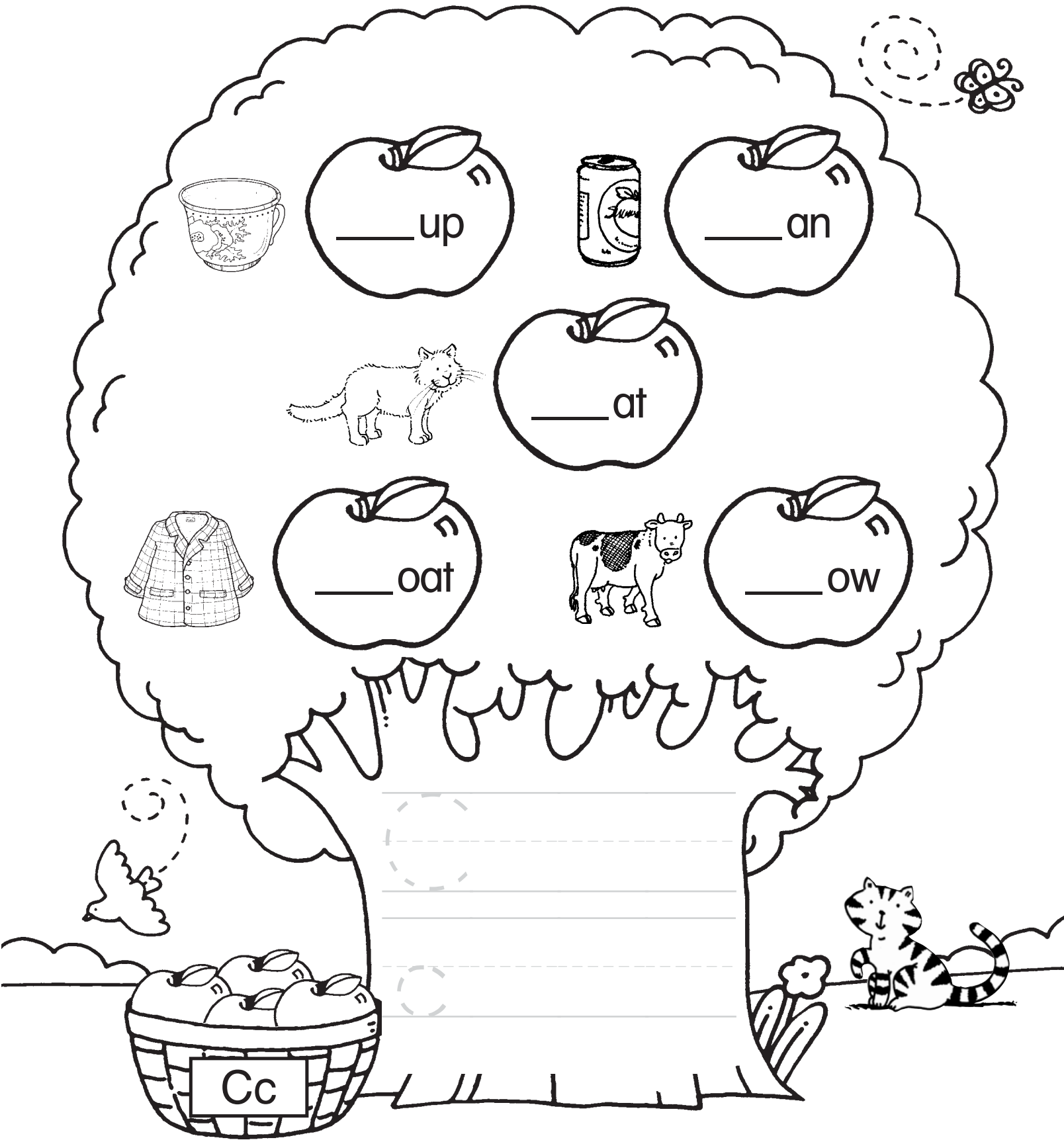
Letter
Cc



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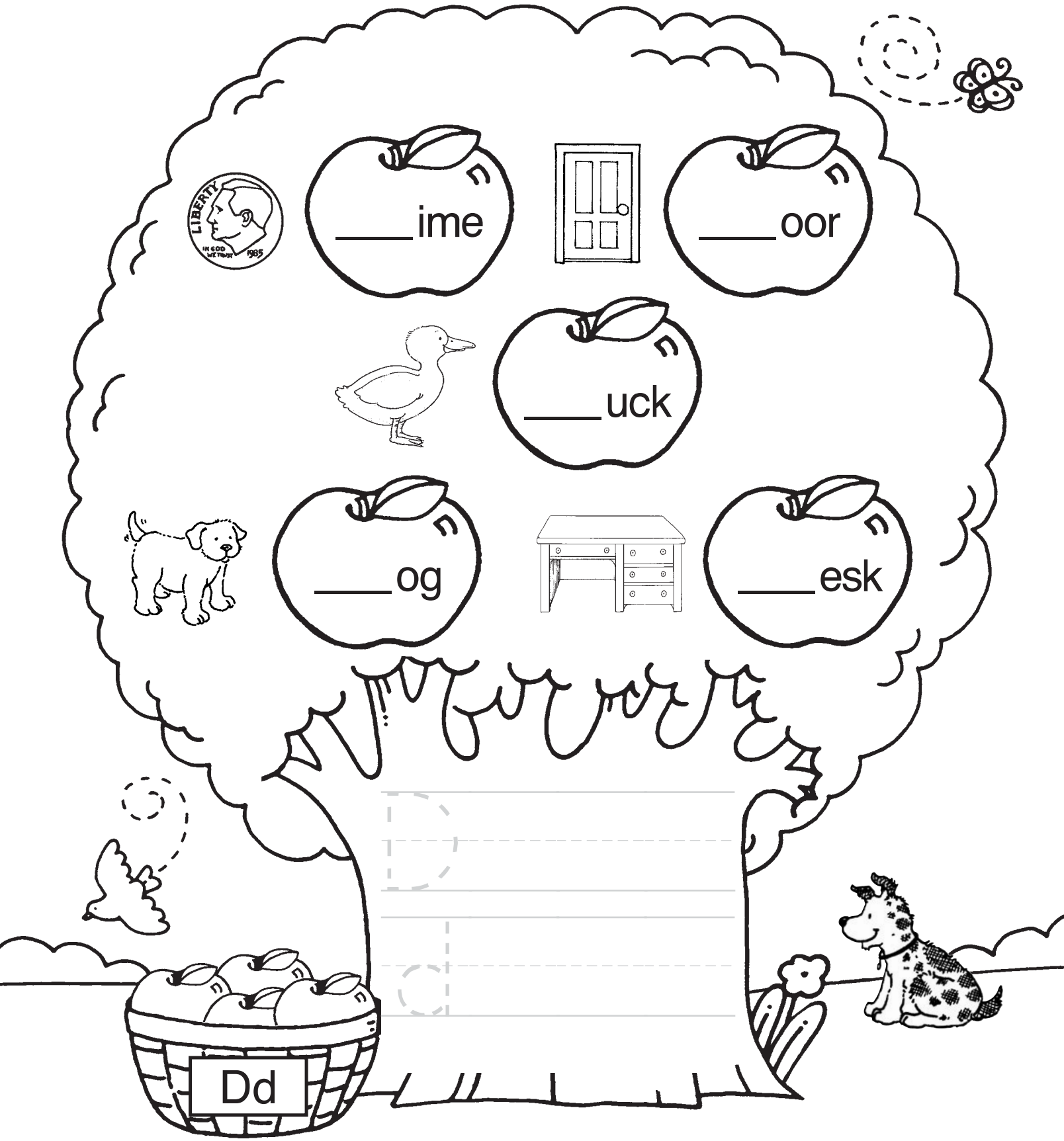
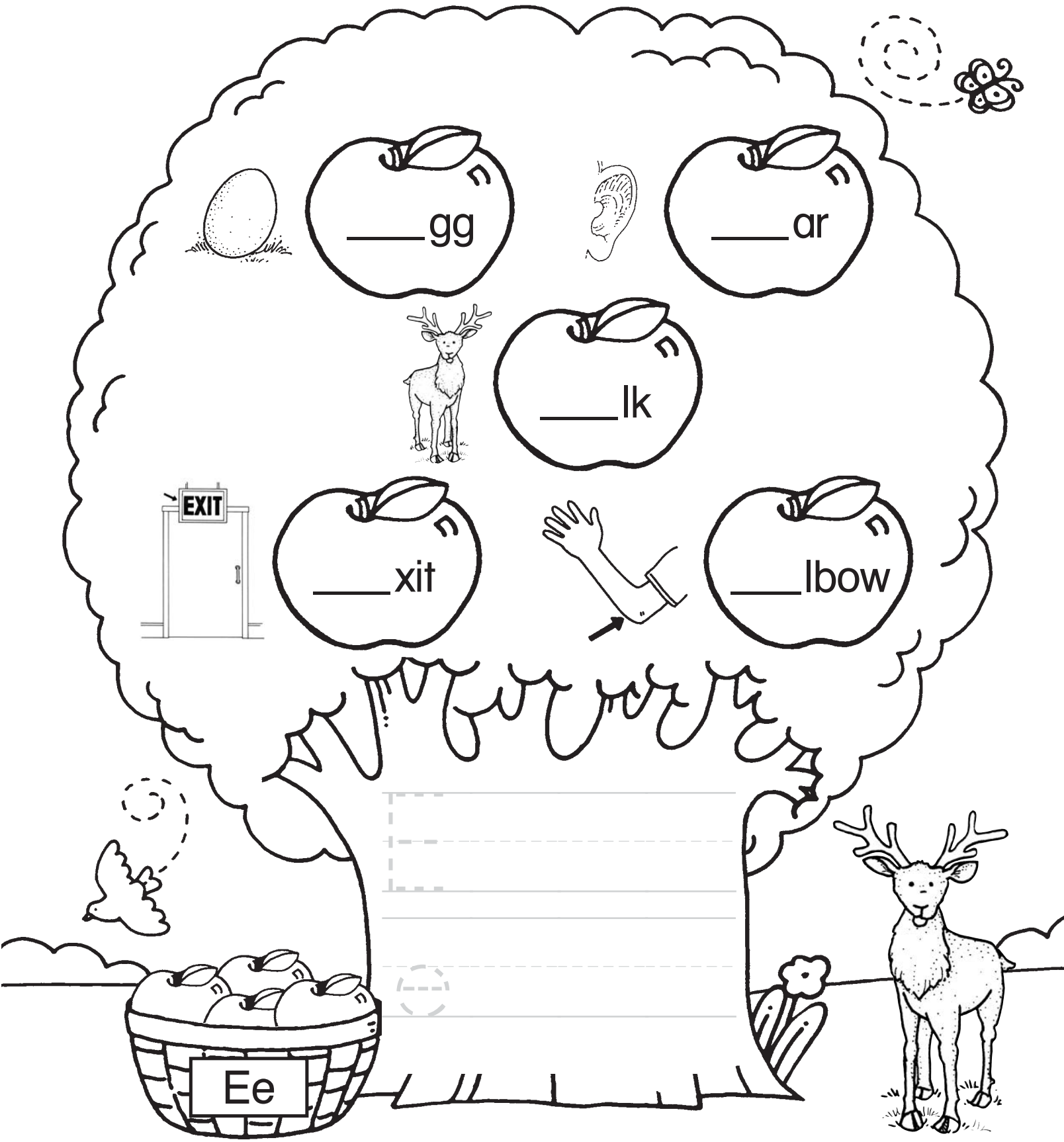
Letter
Dd



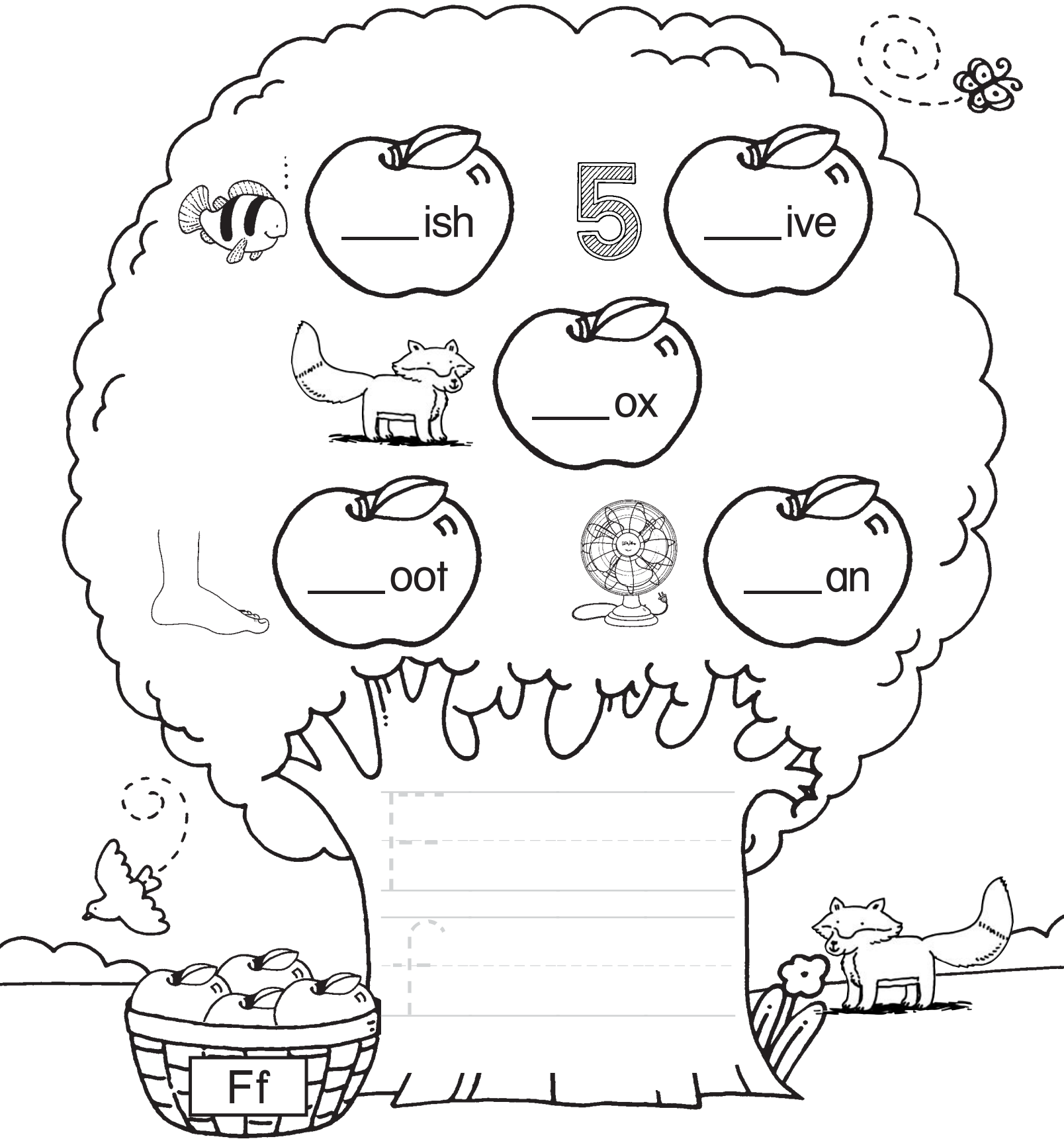
Name: _____ Date: _____

Letter
Ee



Name: _____ Date: _____

Letter
Ff



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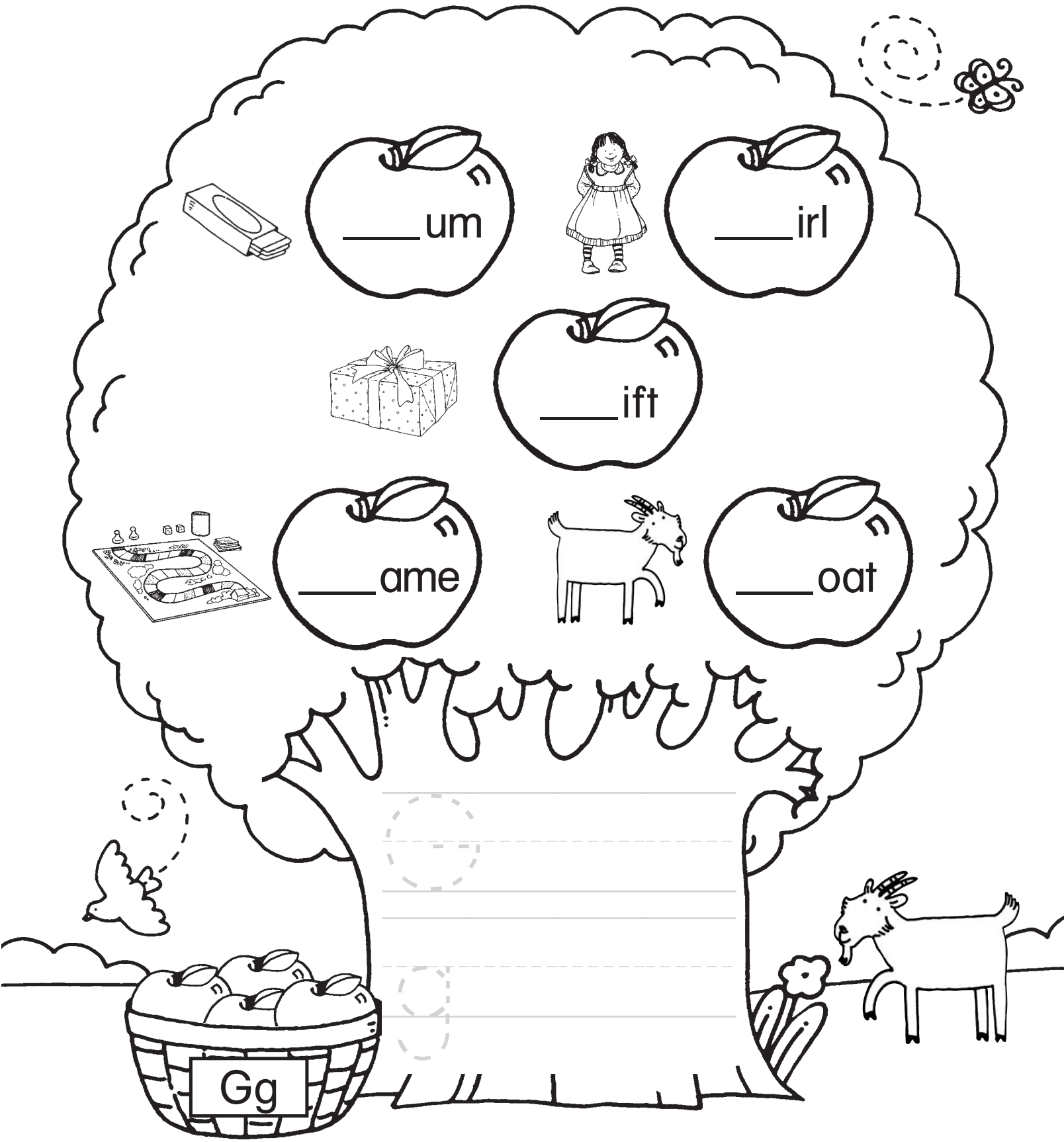
Letter
Gg



Name: _____ Date: _____

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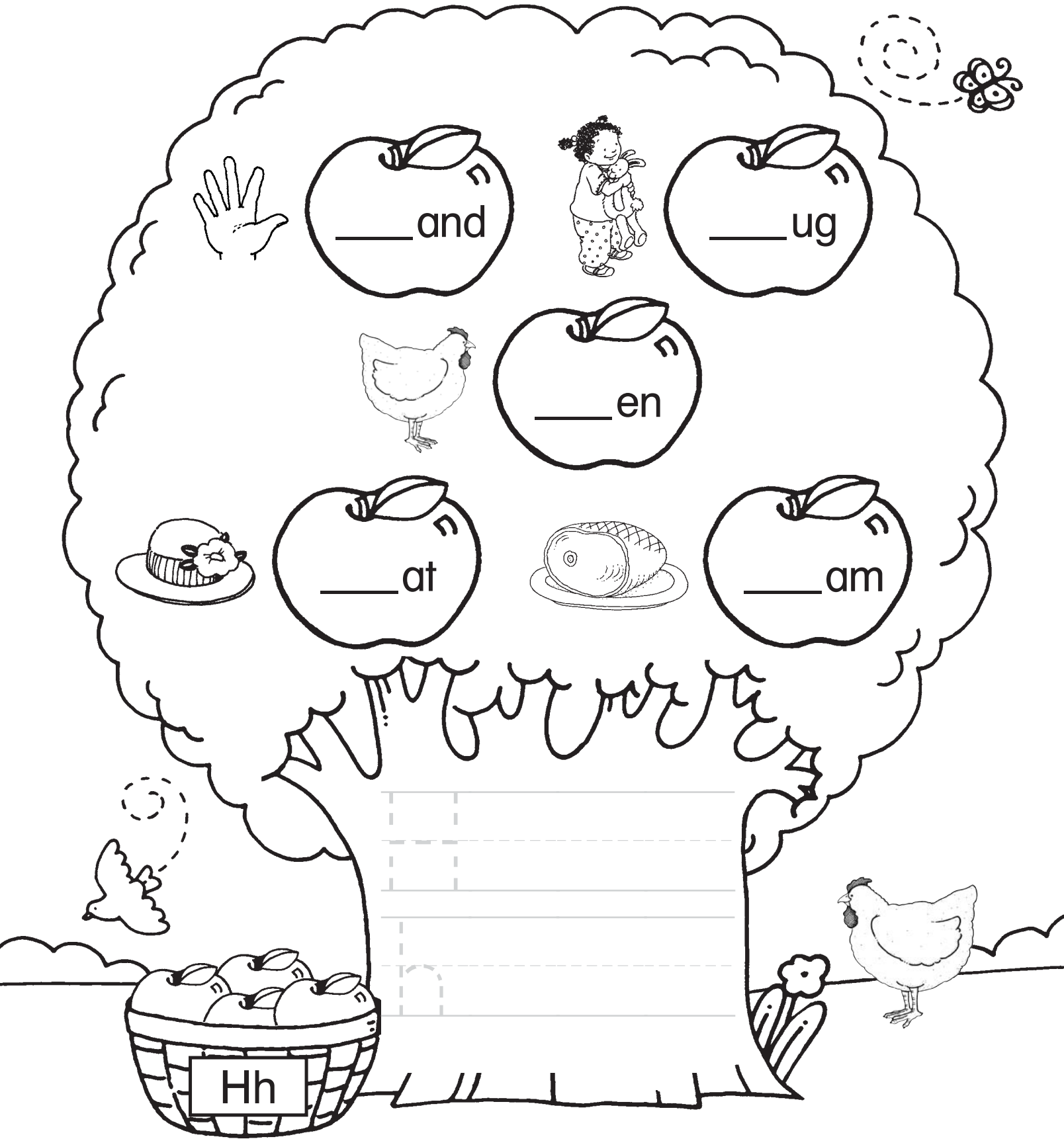

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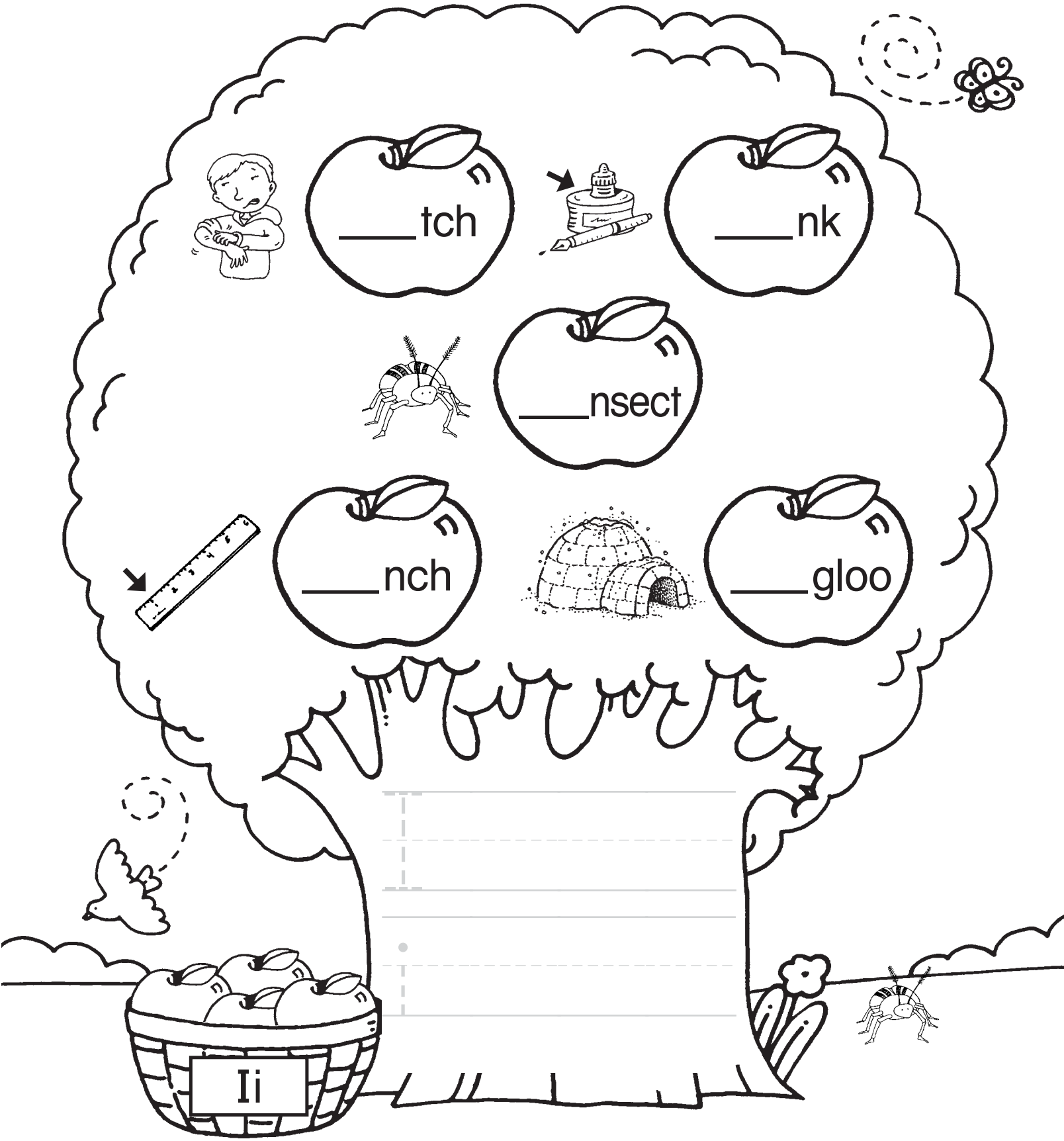

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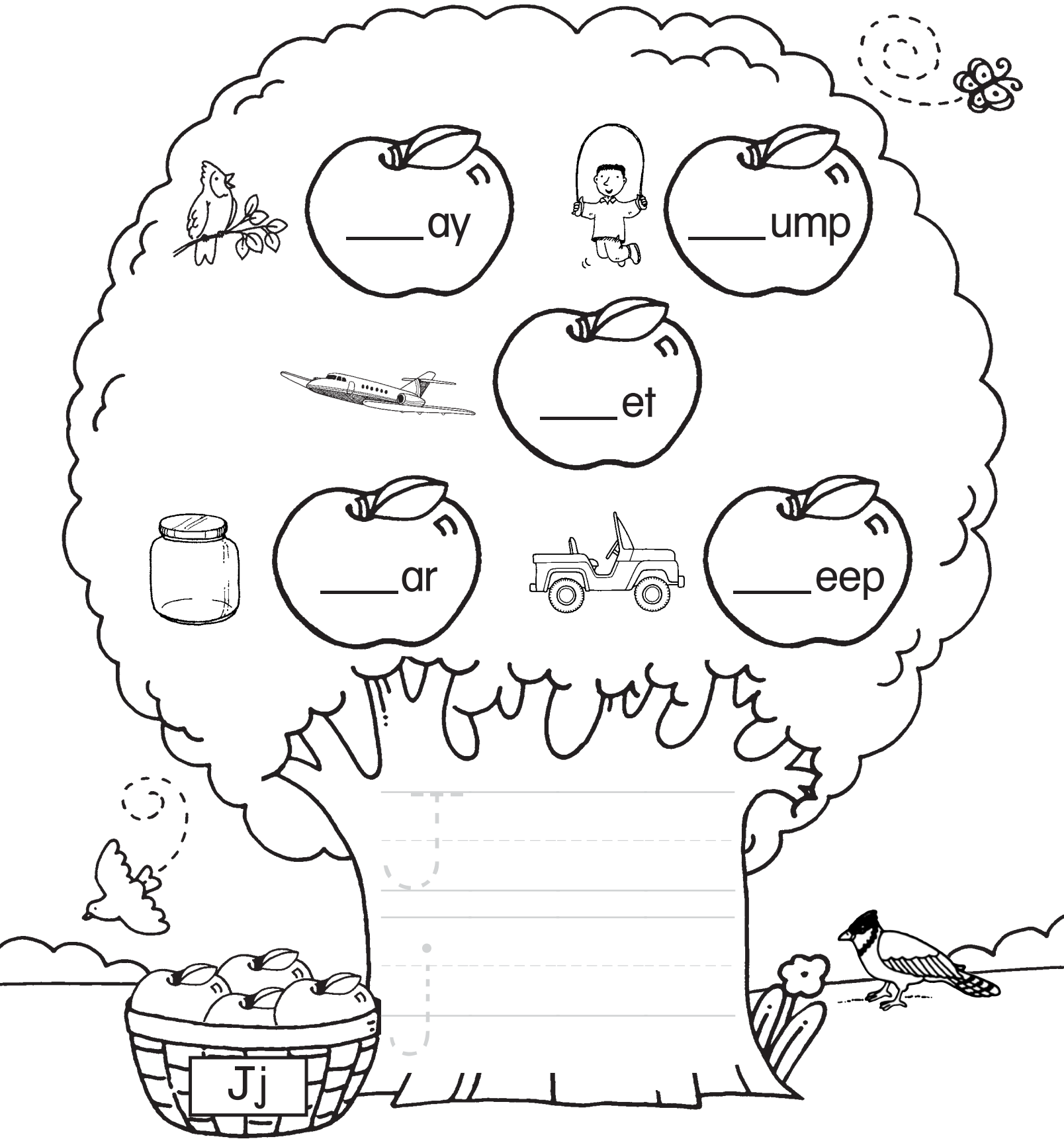

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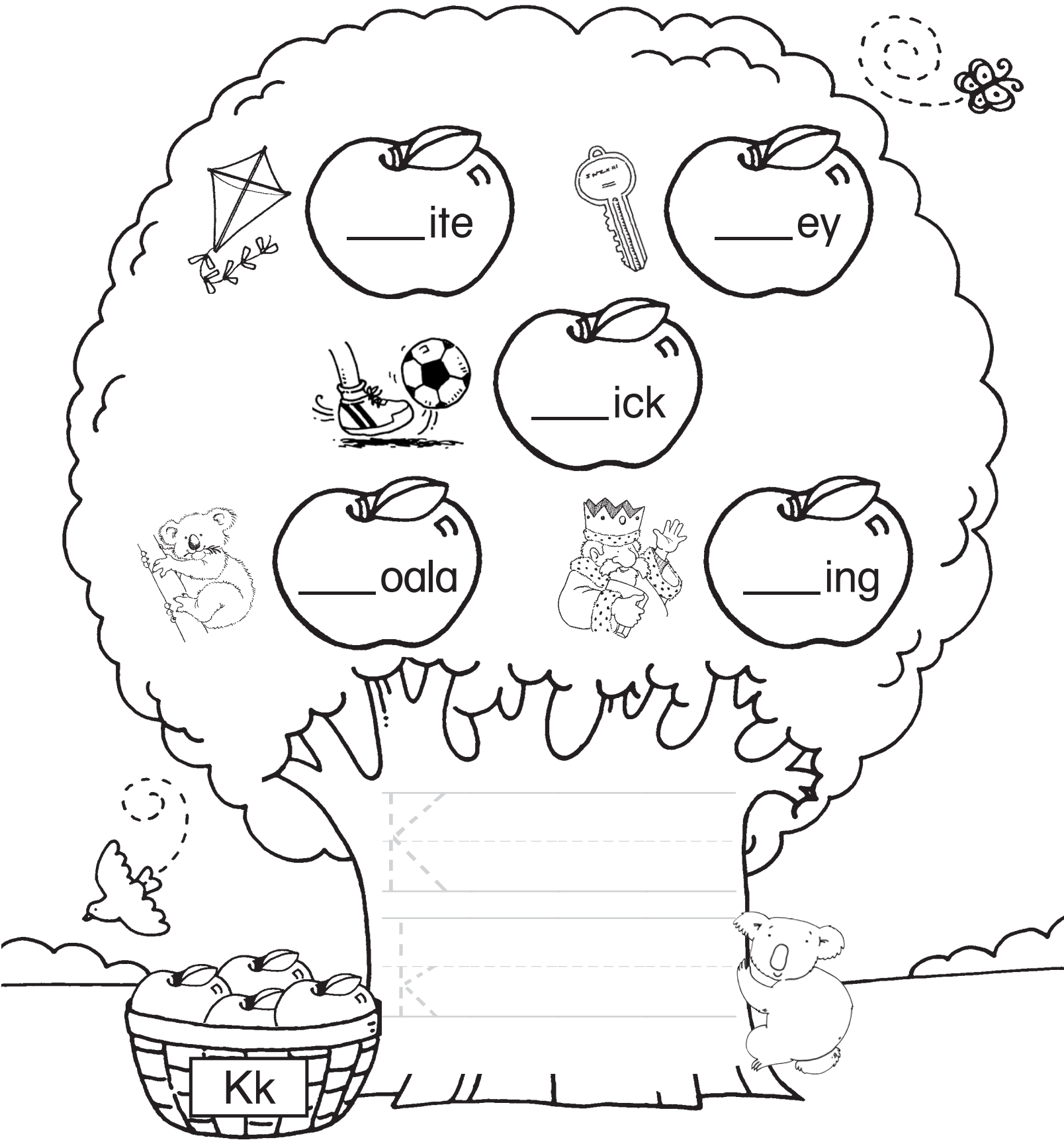
Kk



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Letter
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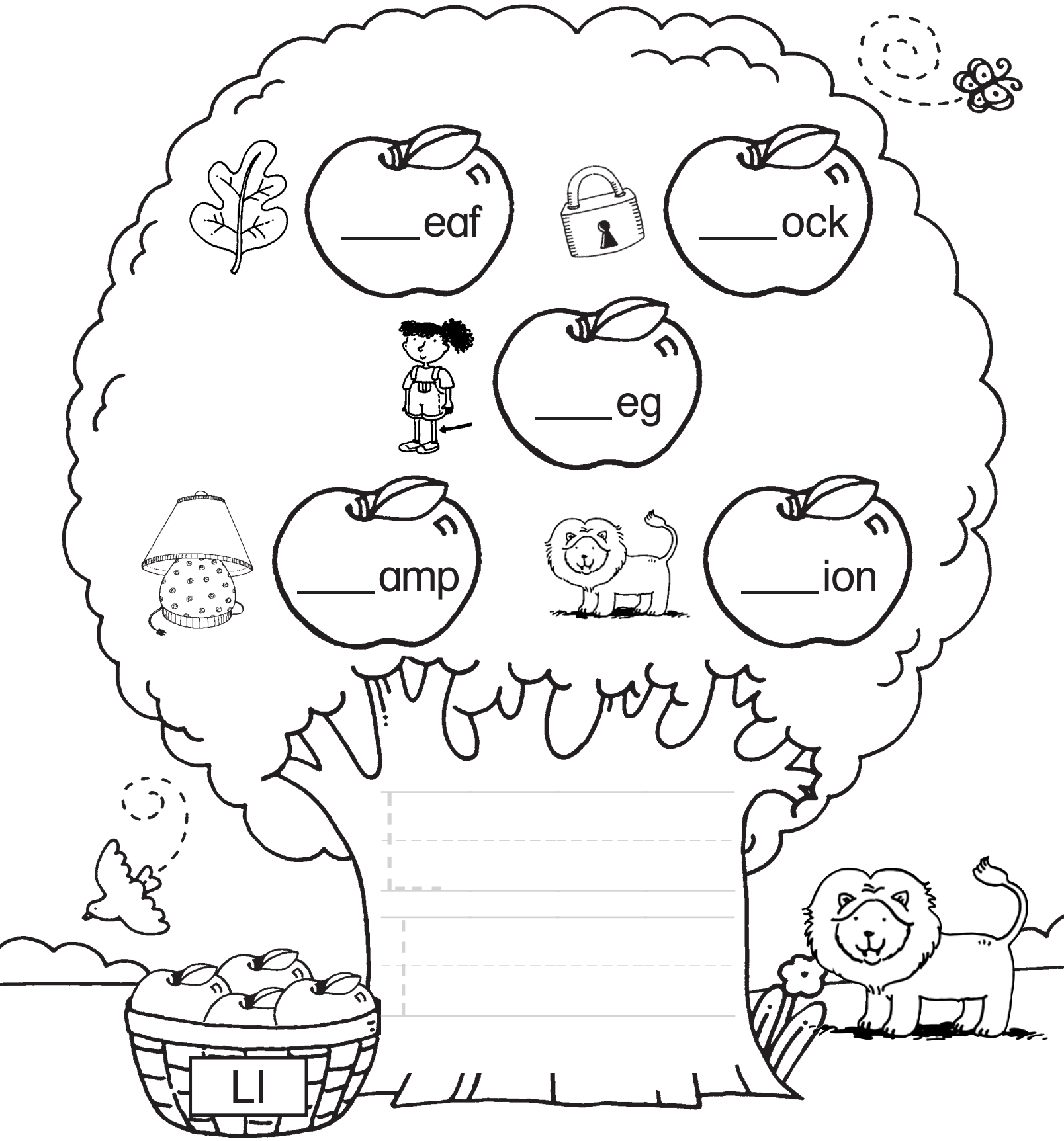

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Letter
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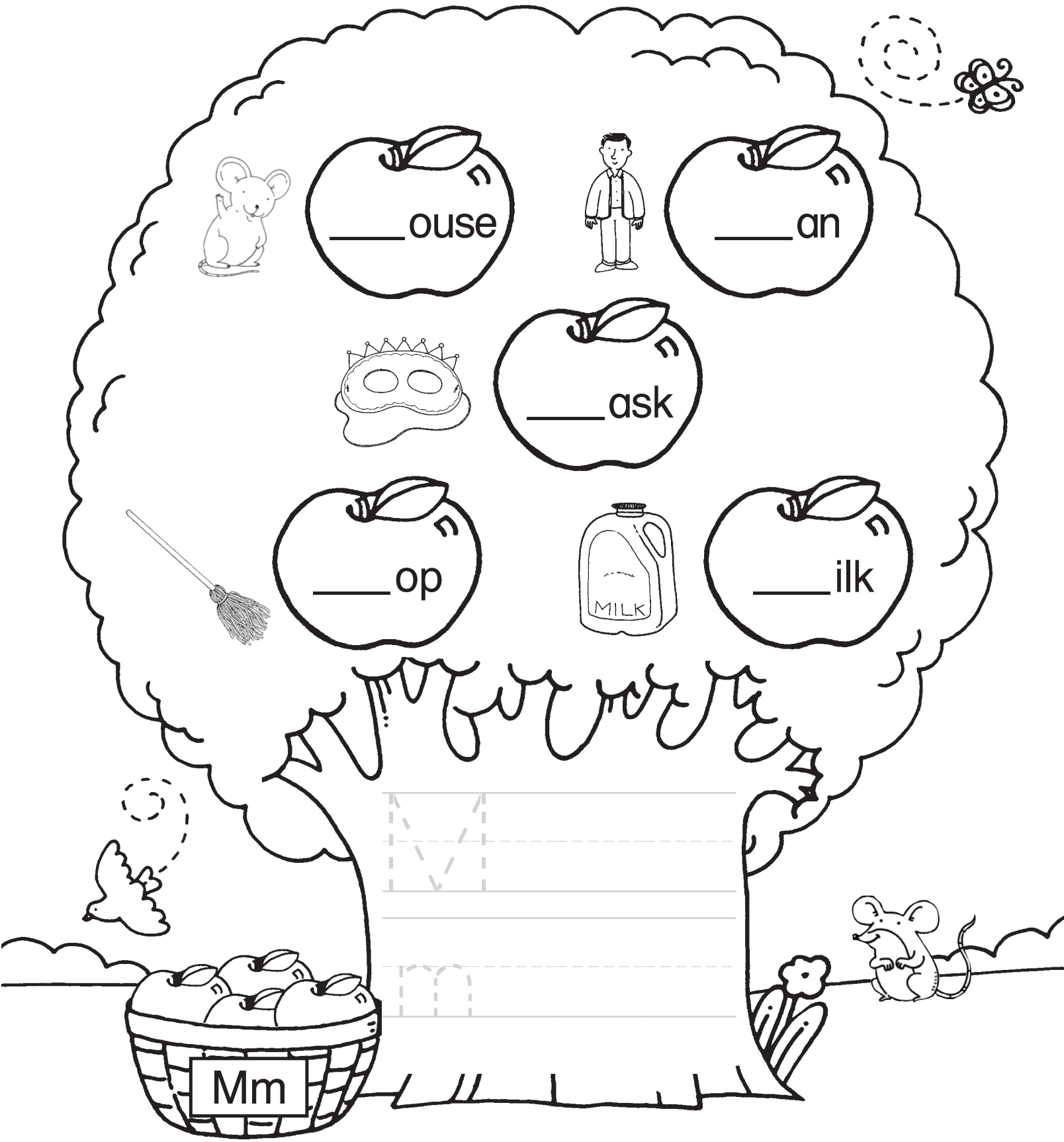

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Letter
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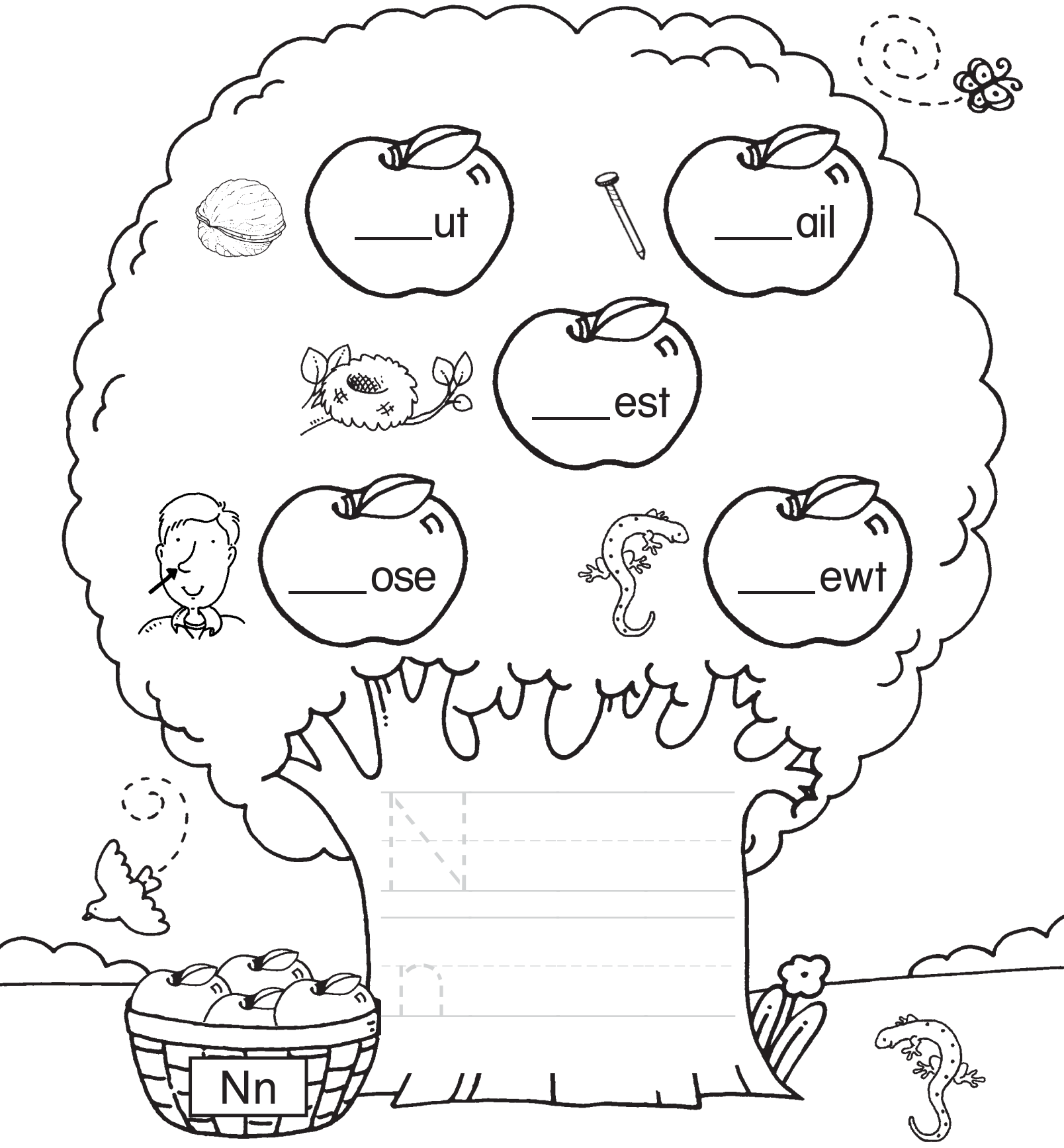

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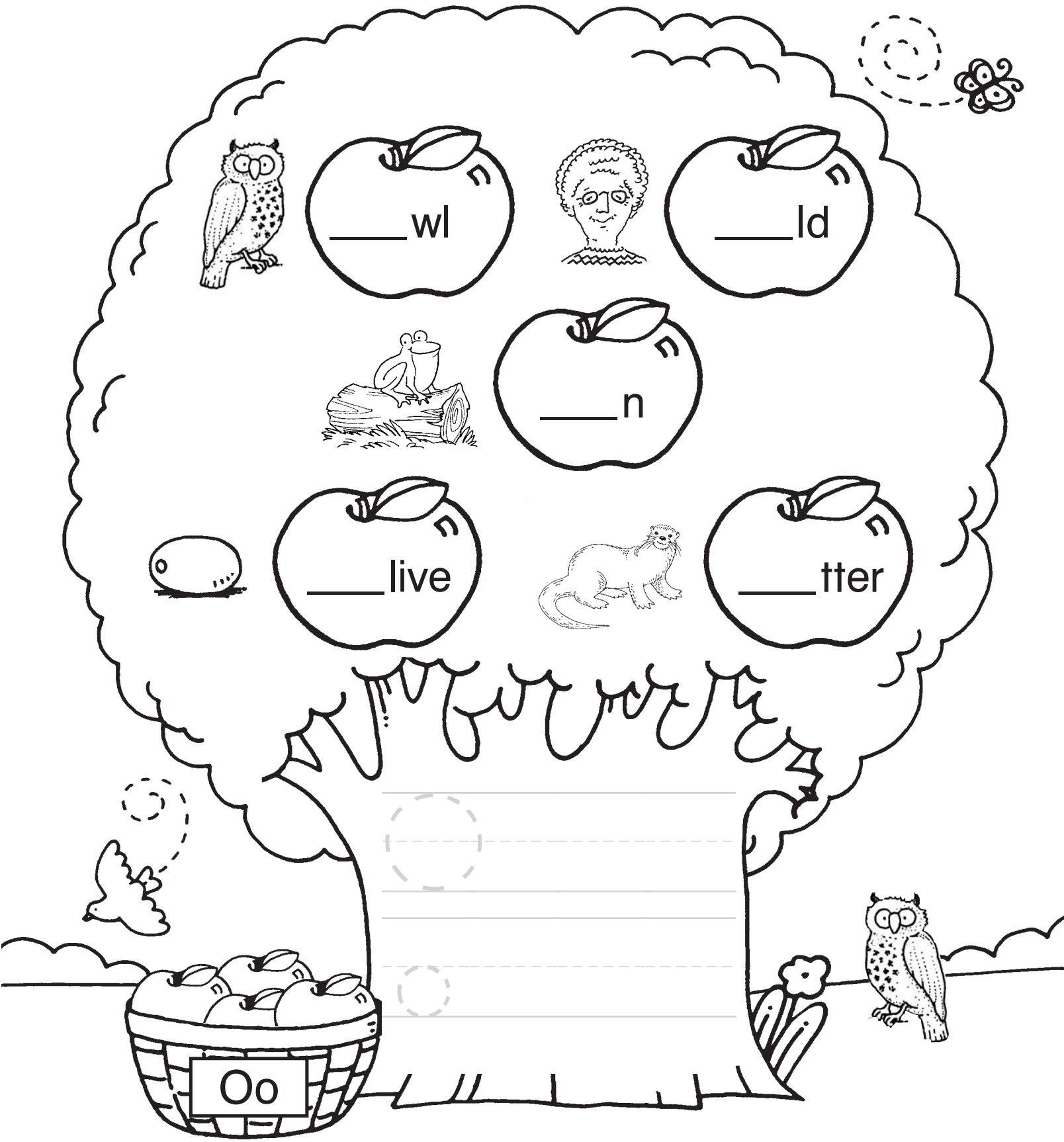
Letter
Oo



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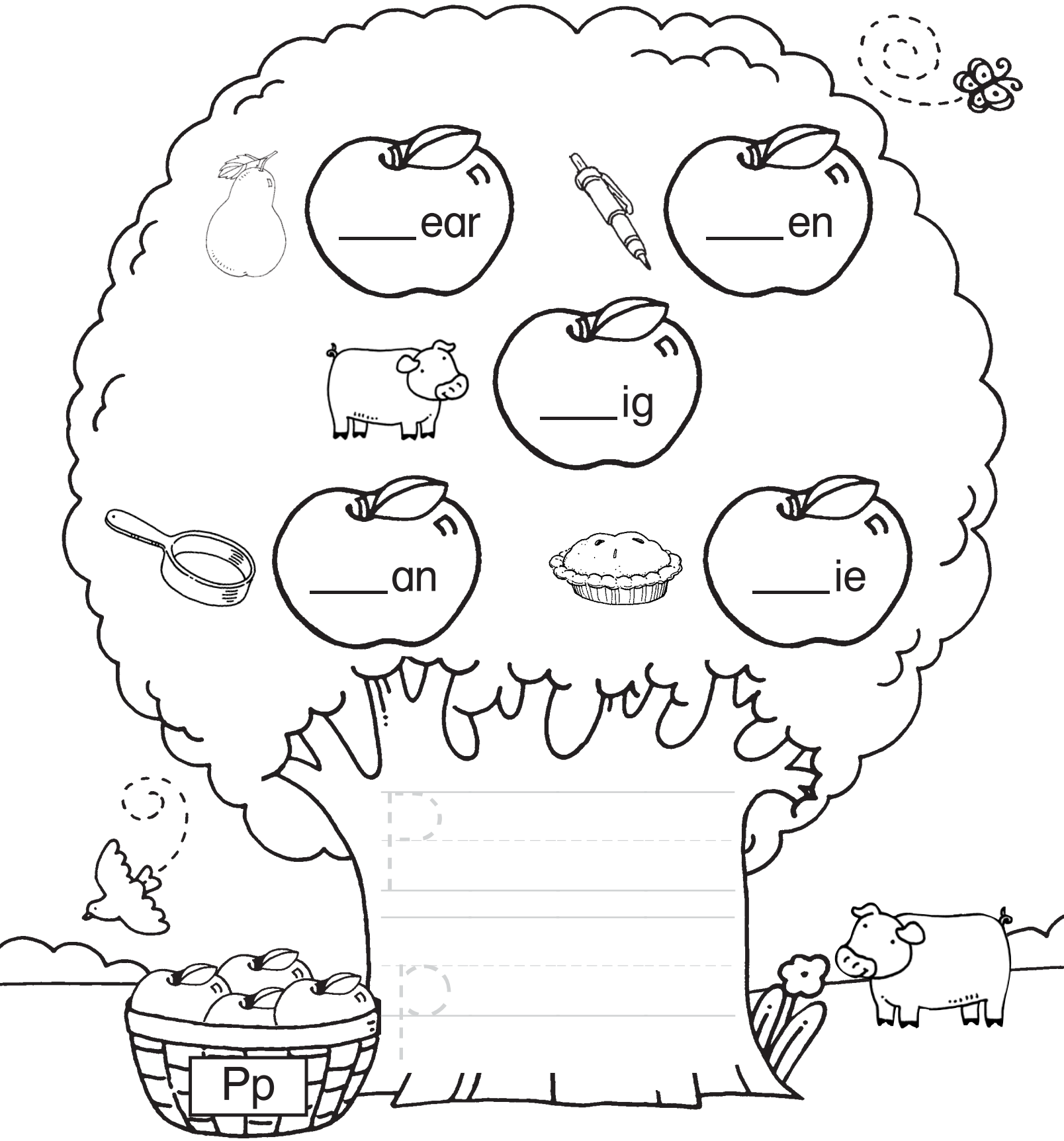

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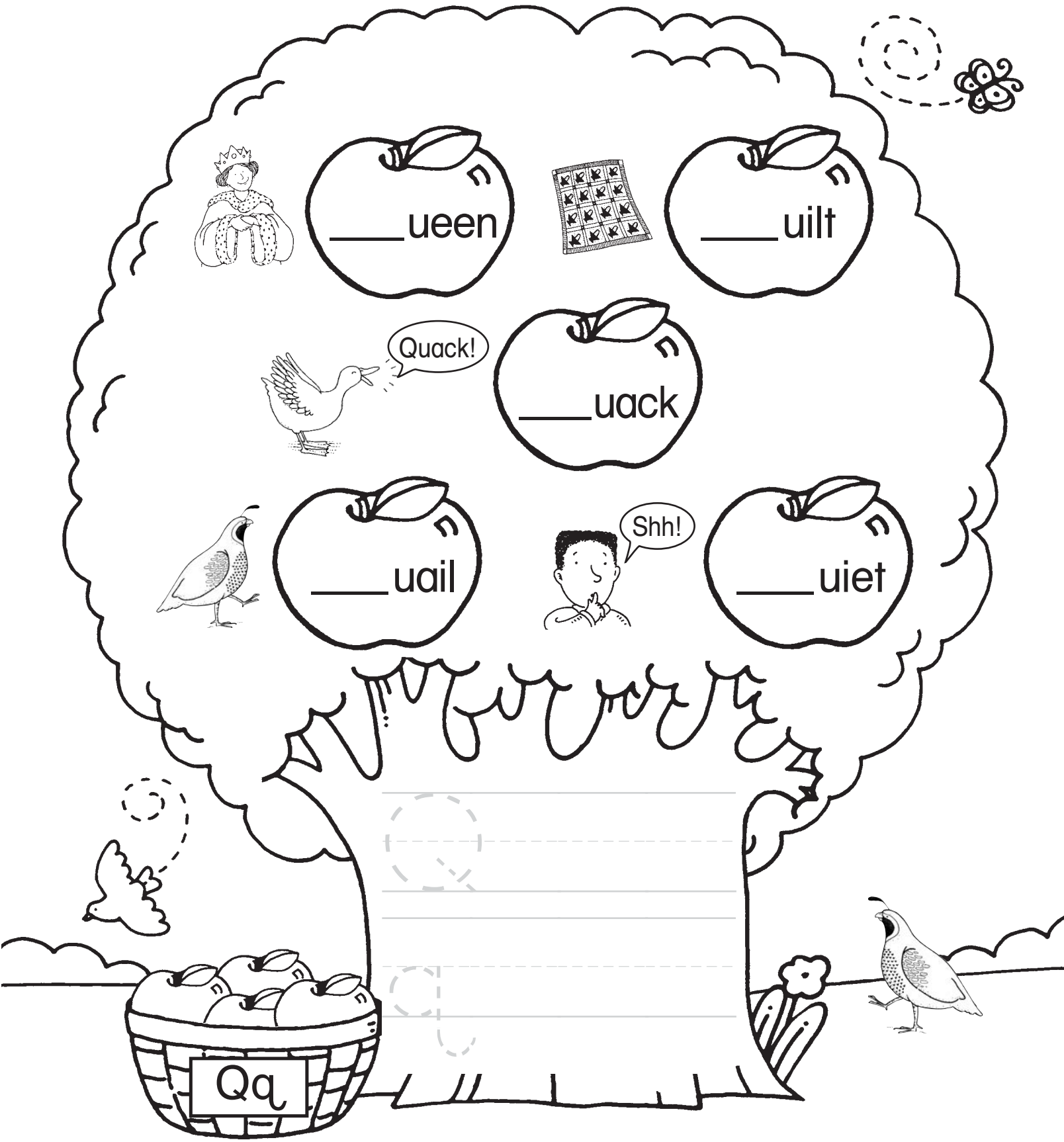

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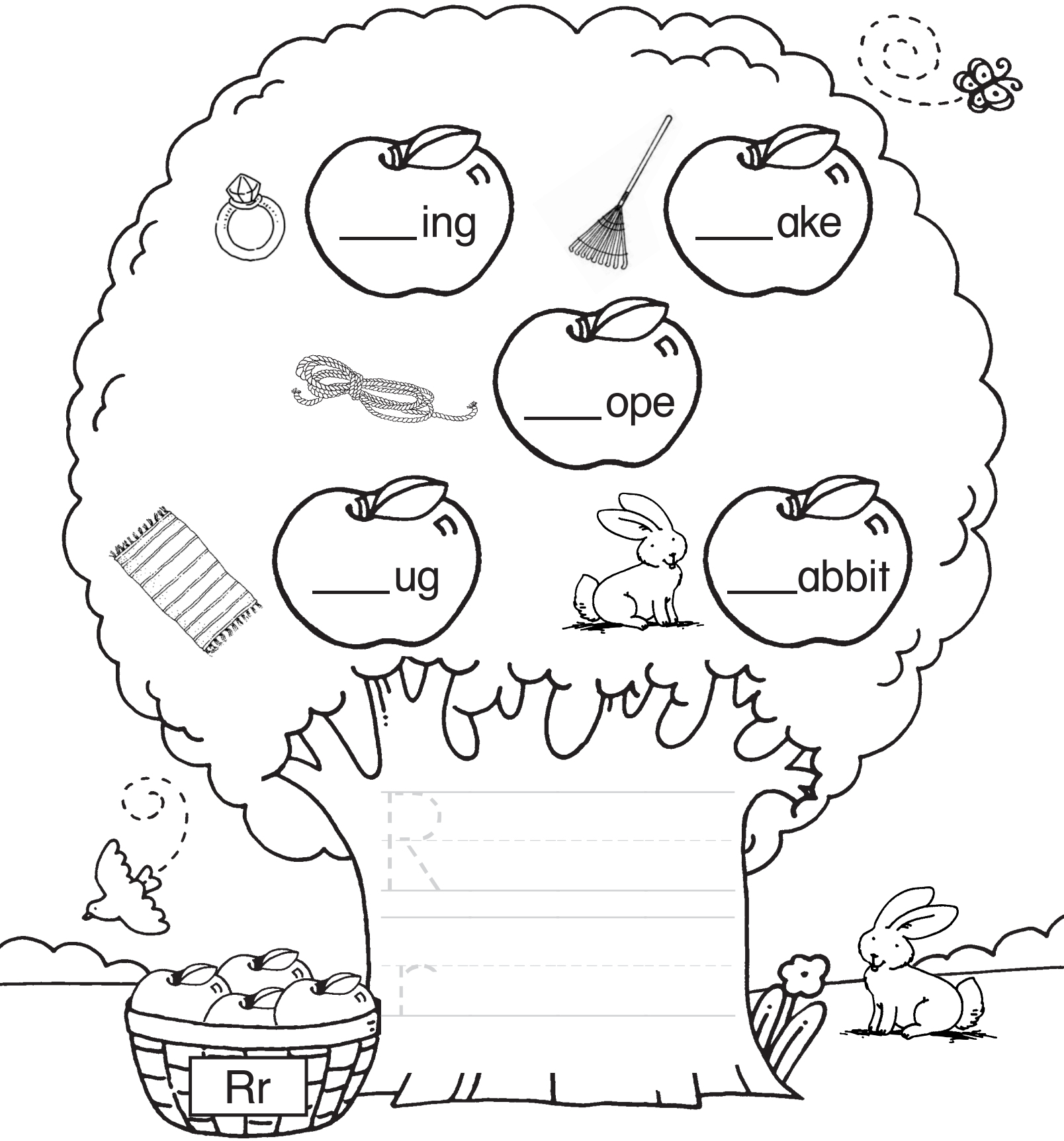

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Letter
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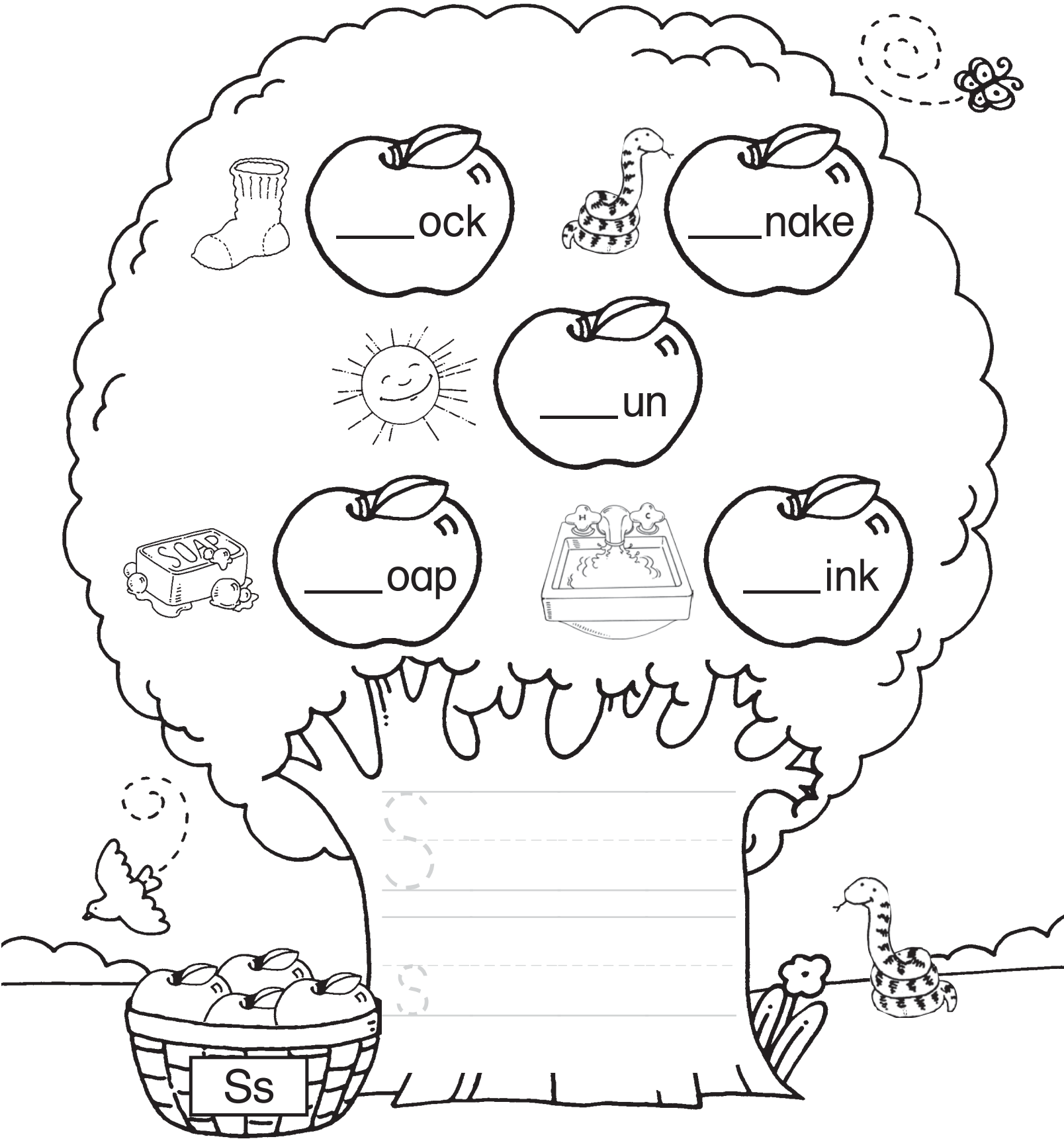

Name: _____ Date: _____

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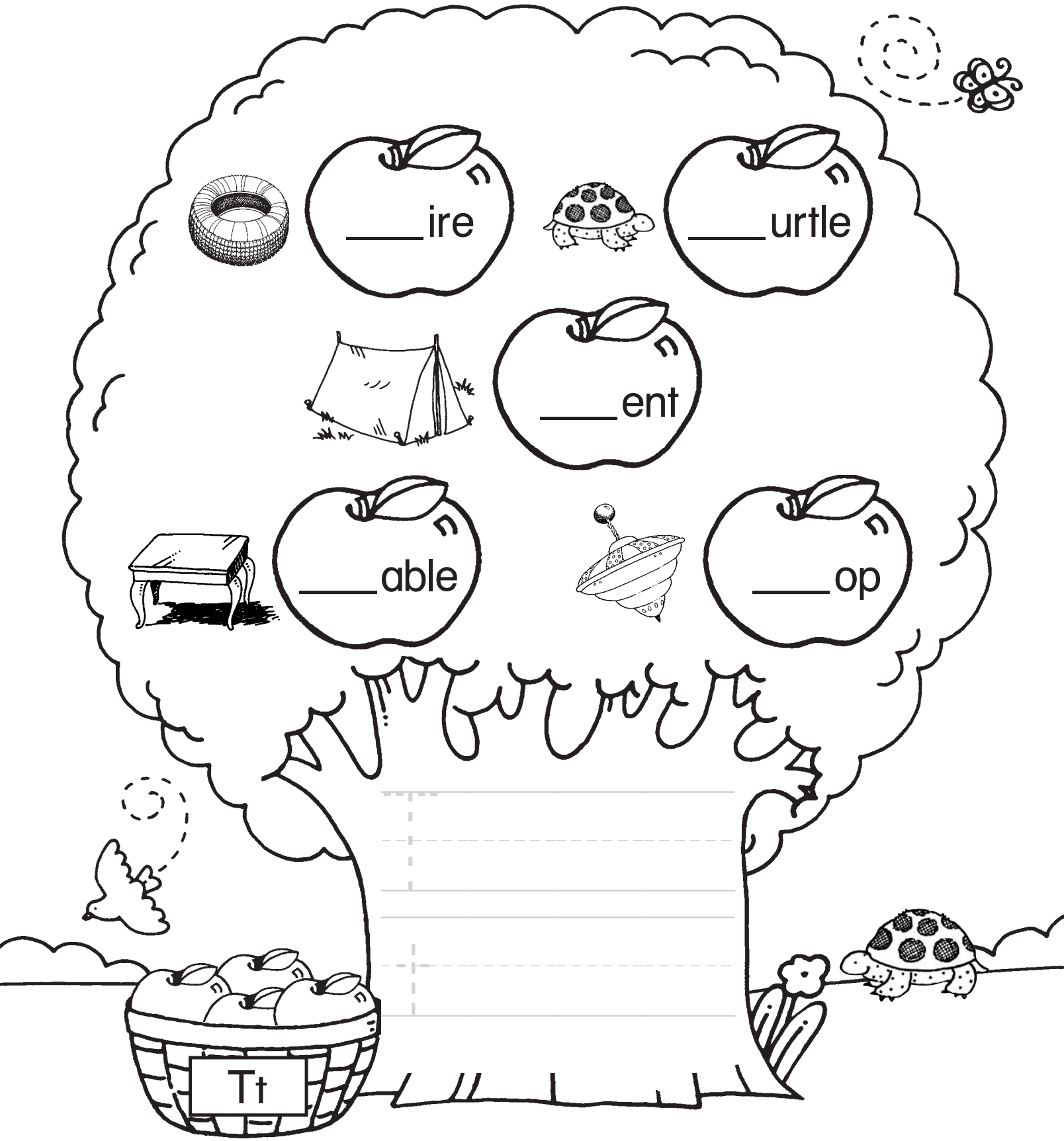
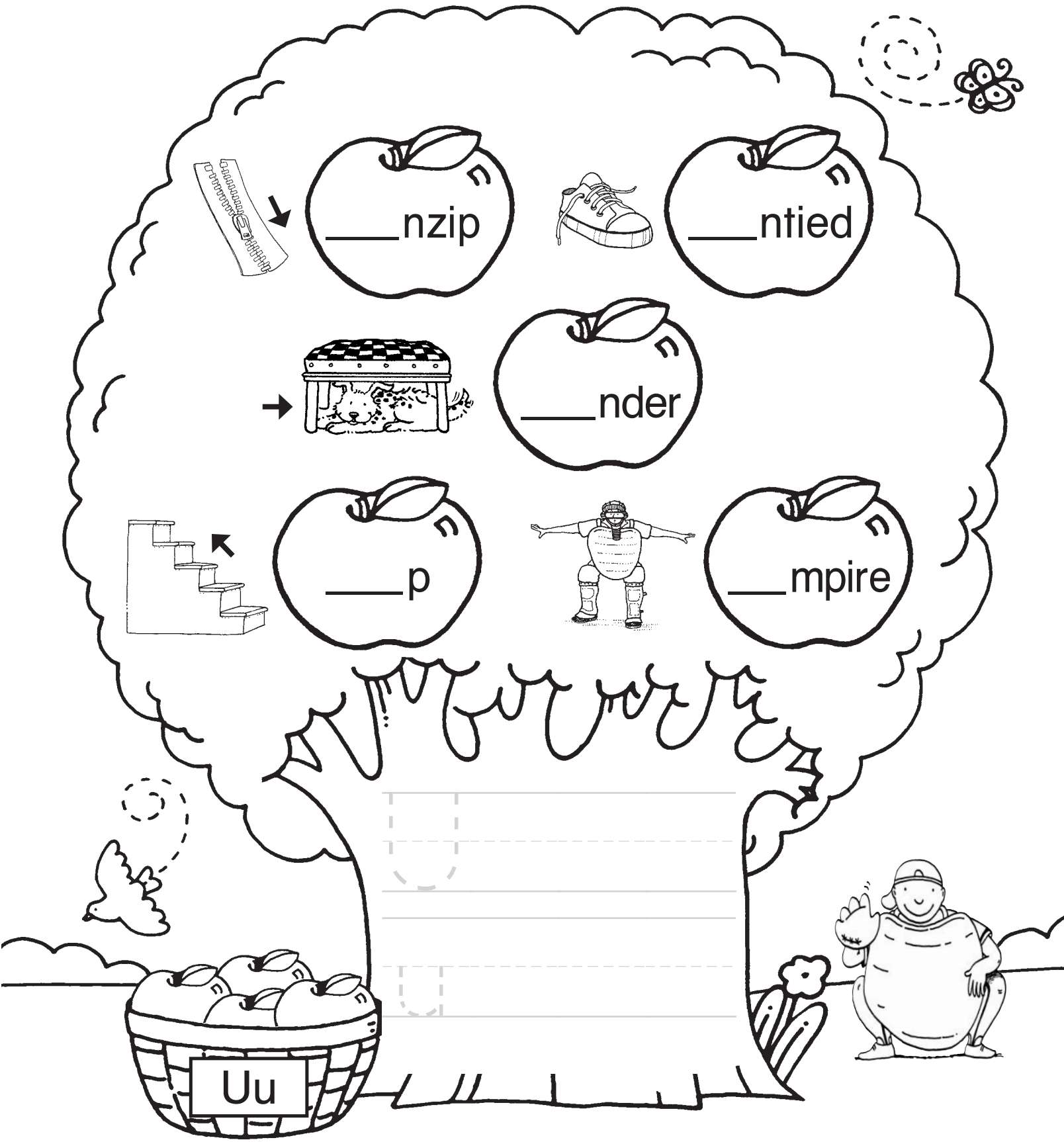


Name: _____ Date: _____

Letter
Uu



Name: _____ Date: _____

Letter
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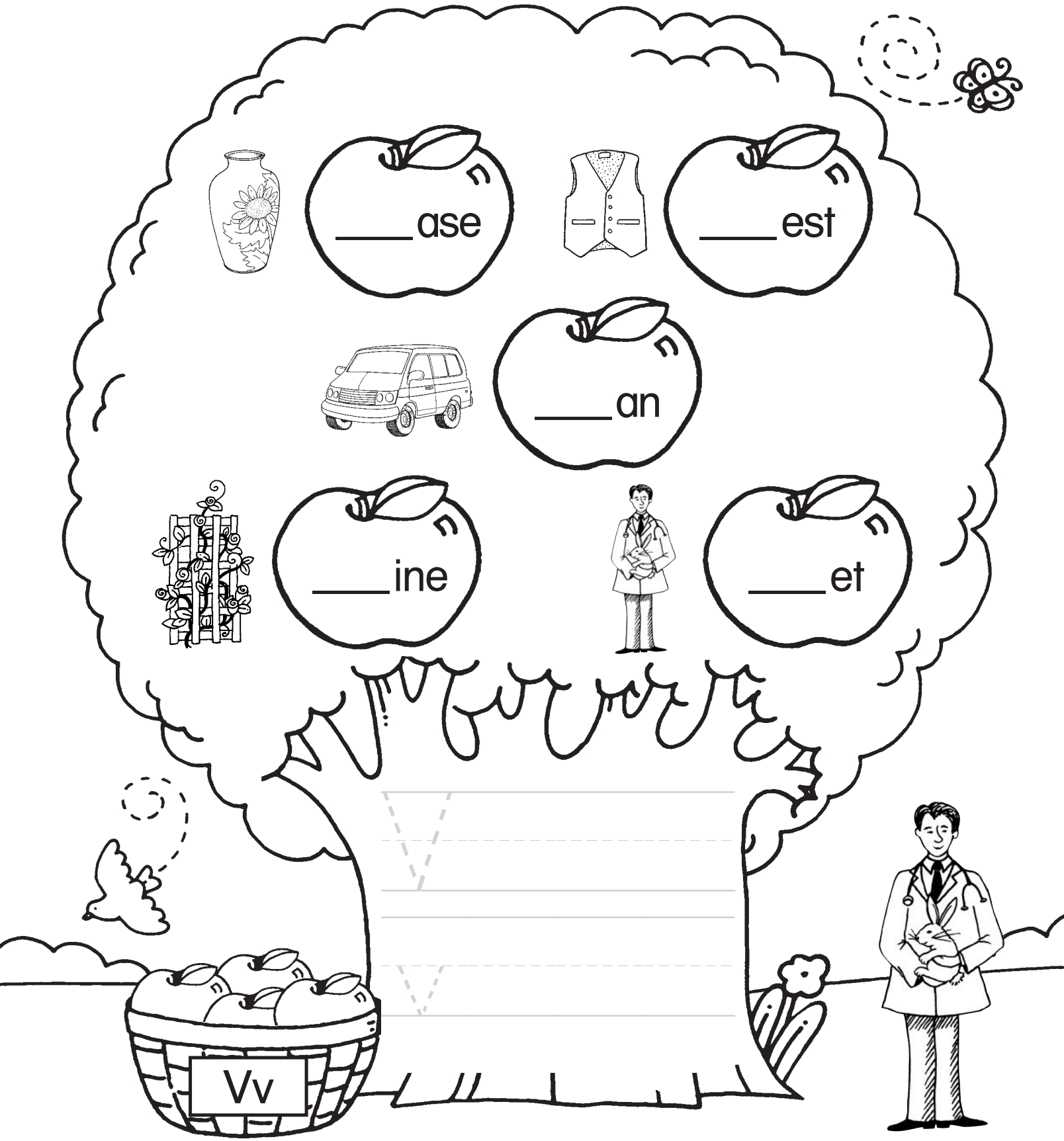
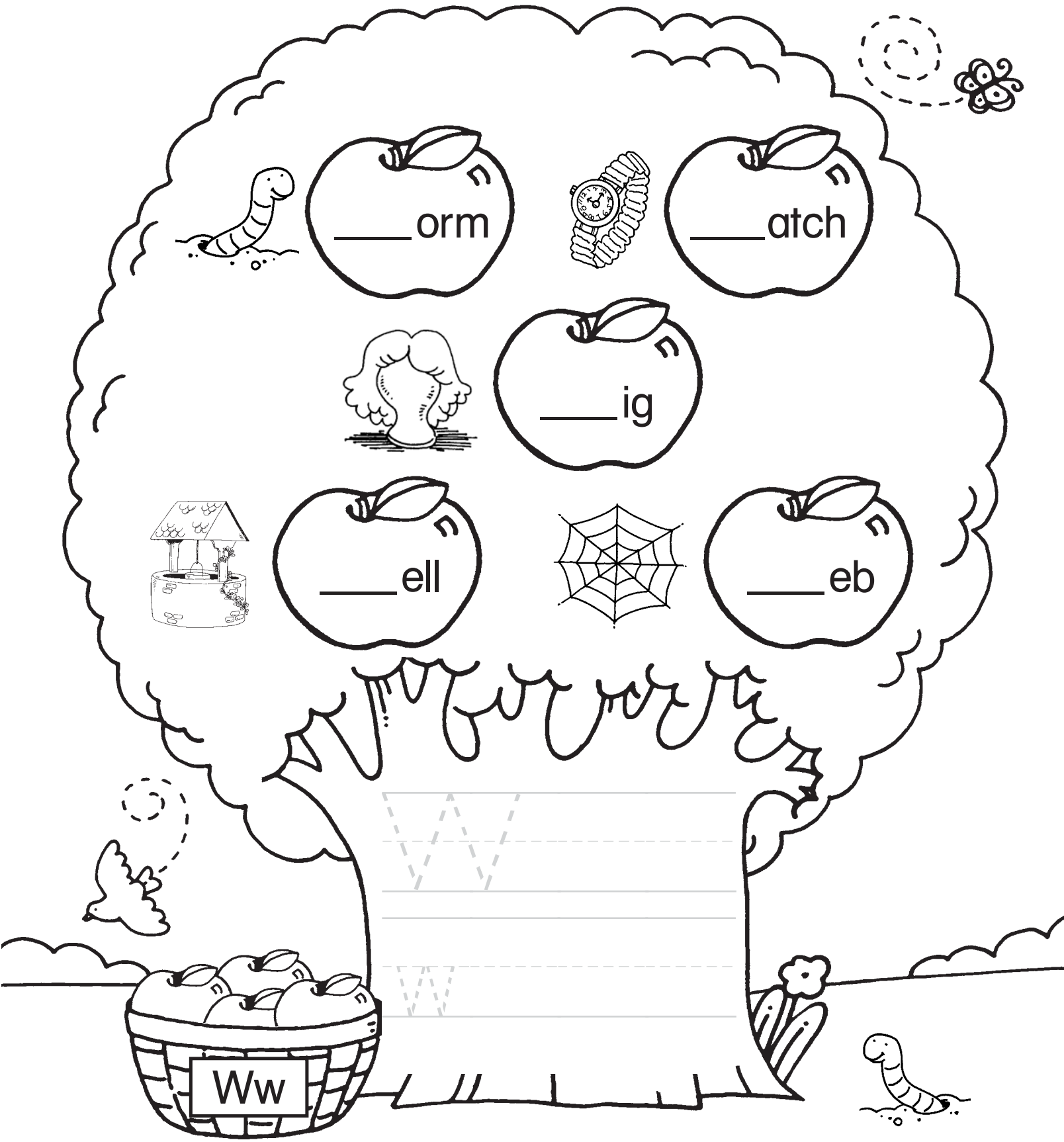


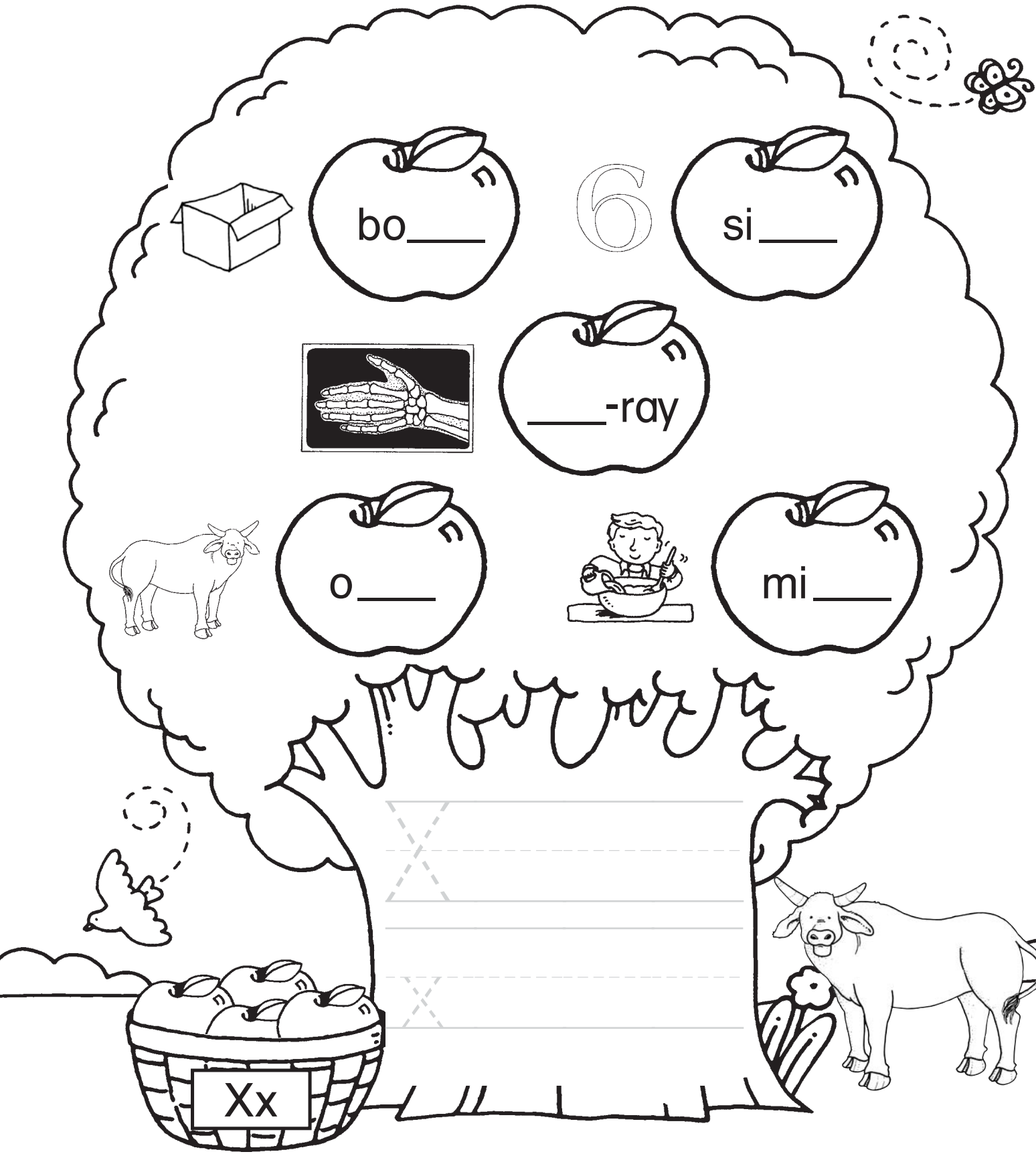
Name: _____ Date: _____

Letter
Ww



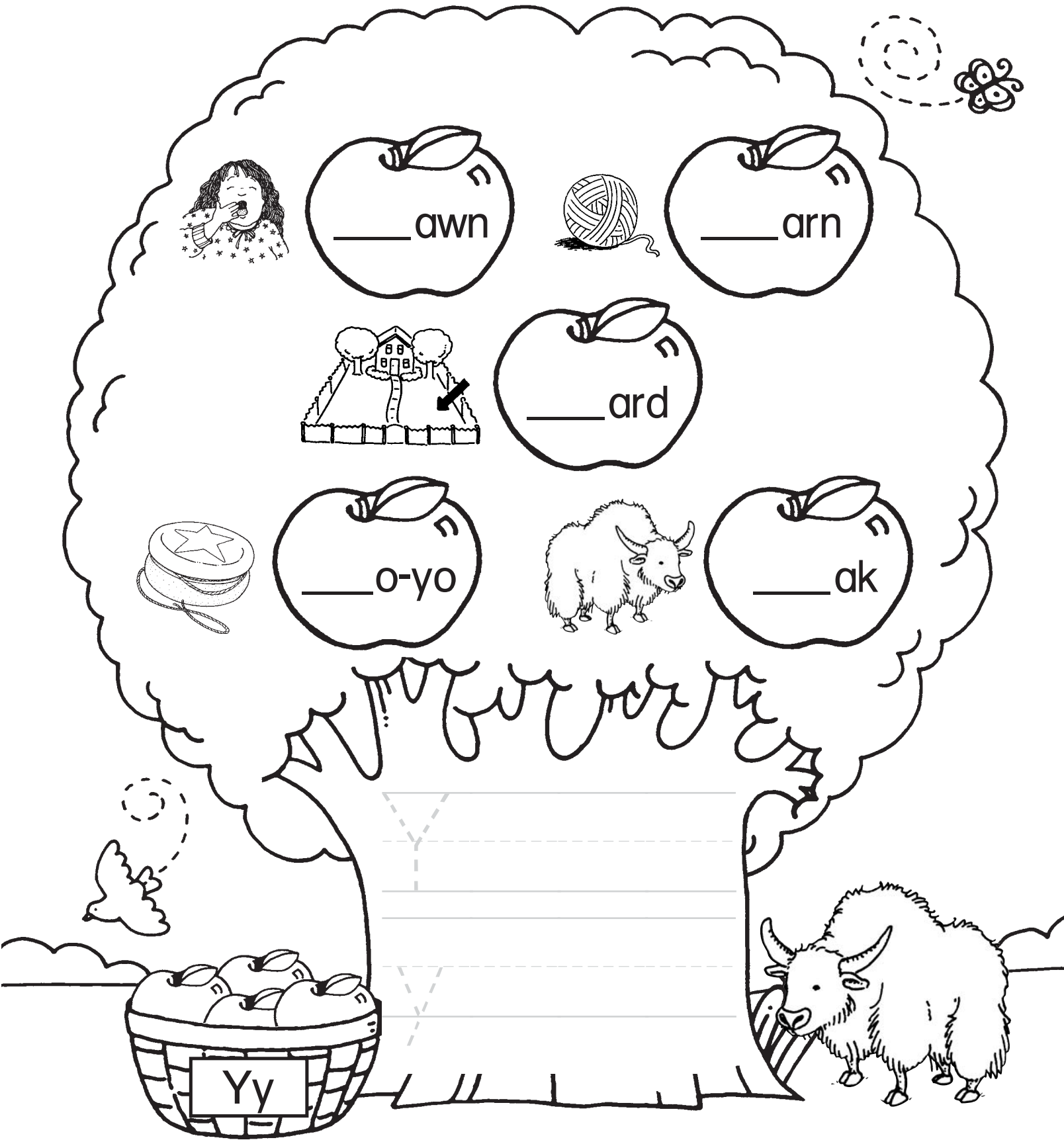
Name: _____ Date: _____

Letter
Xx



Name: _____ Date: _____

Letter
Yy



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Letter
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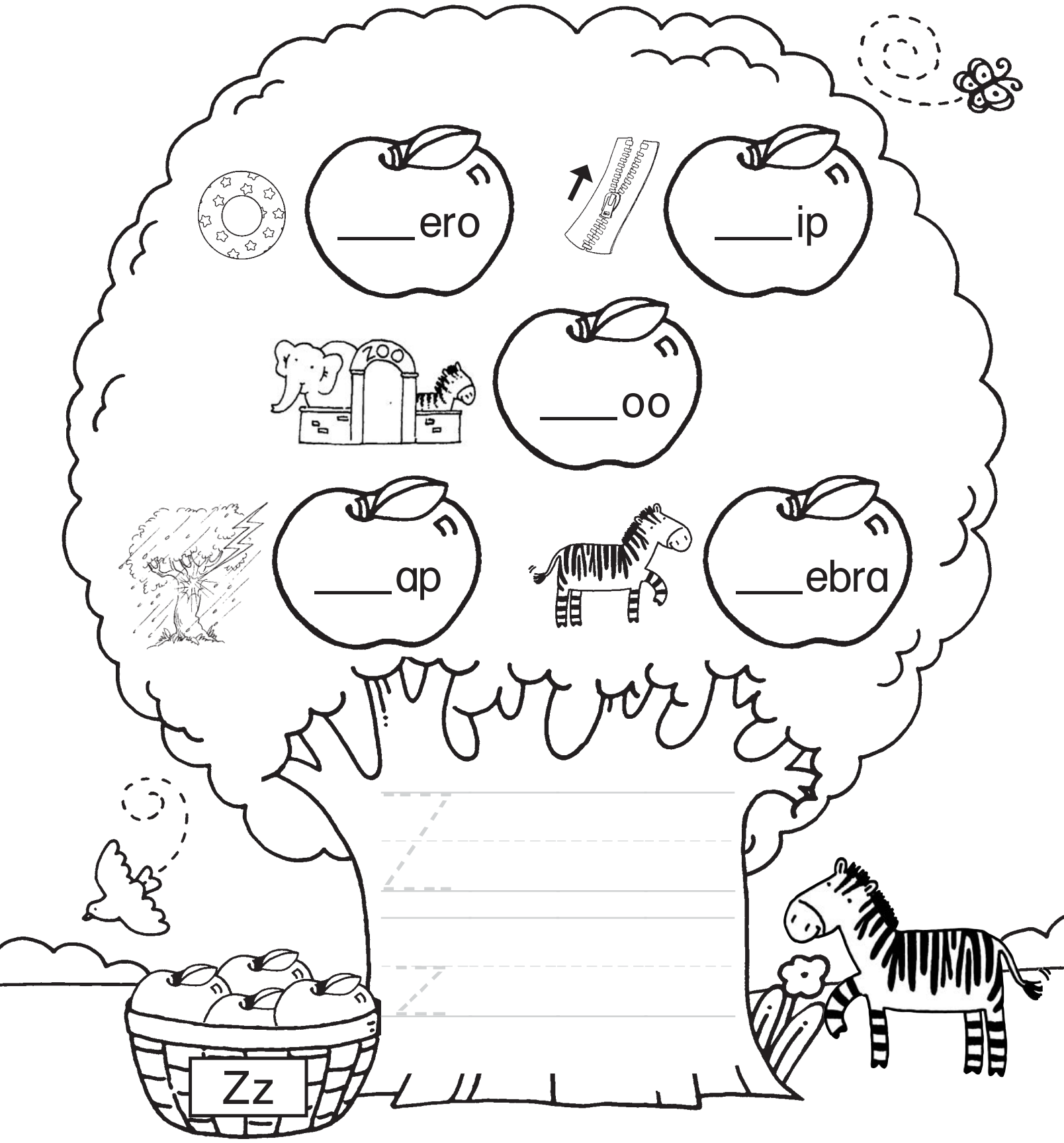

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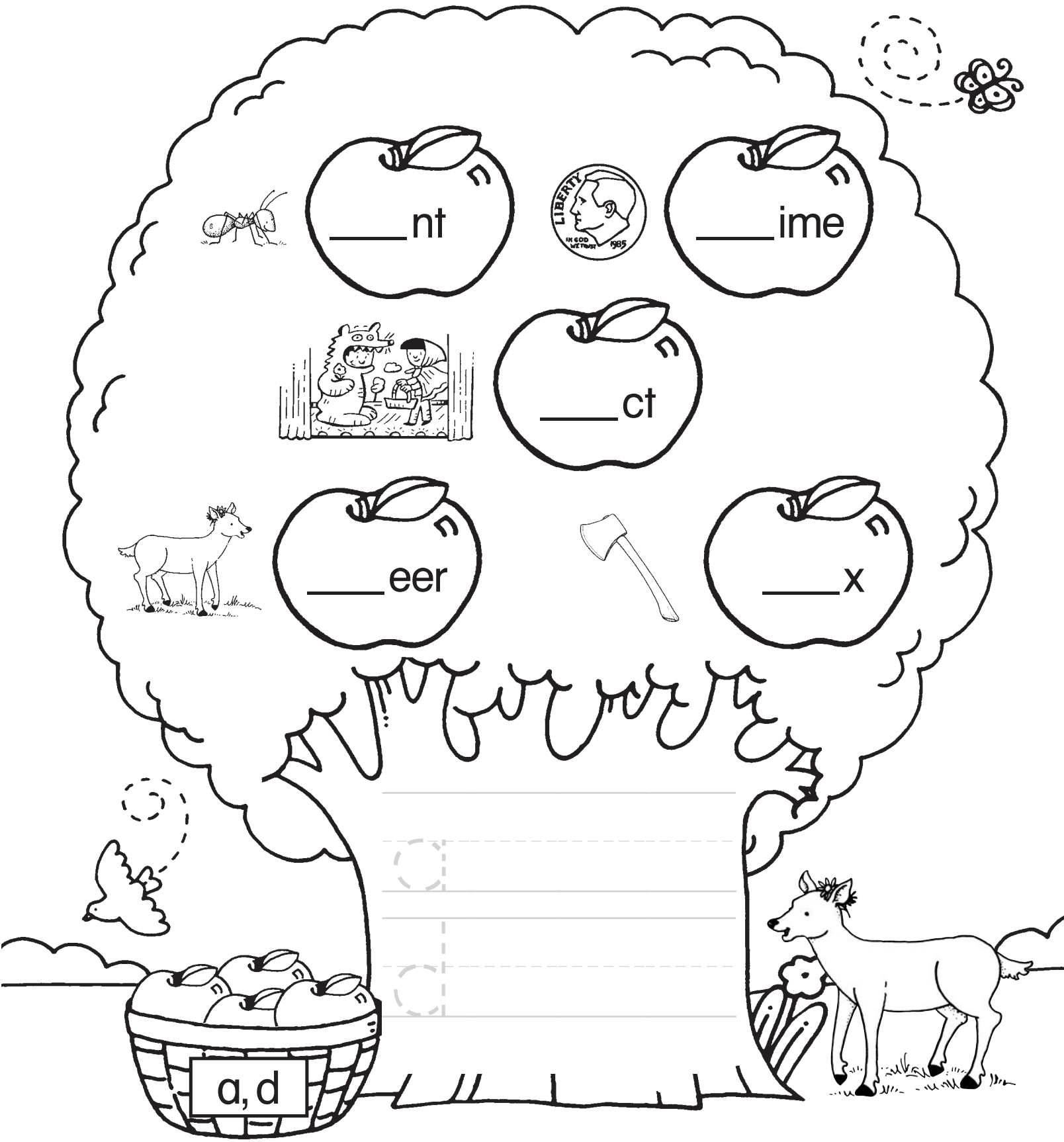

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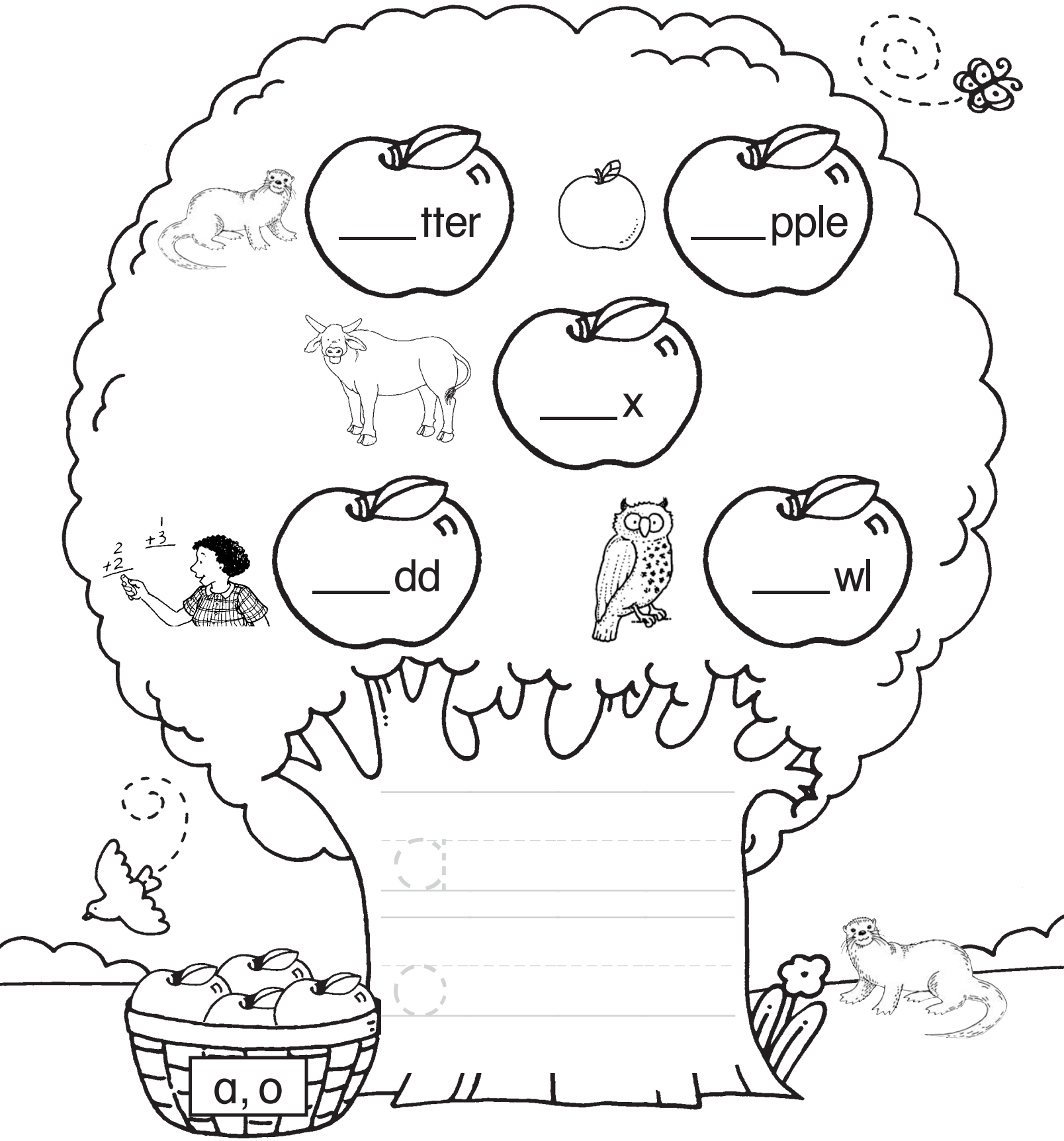

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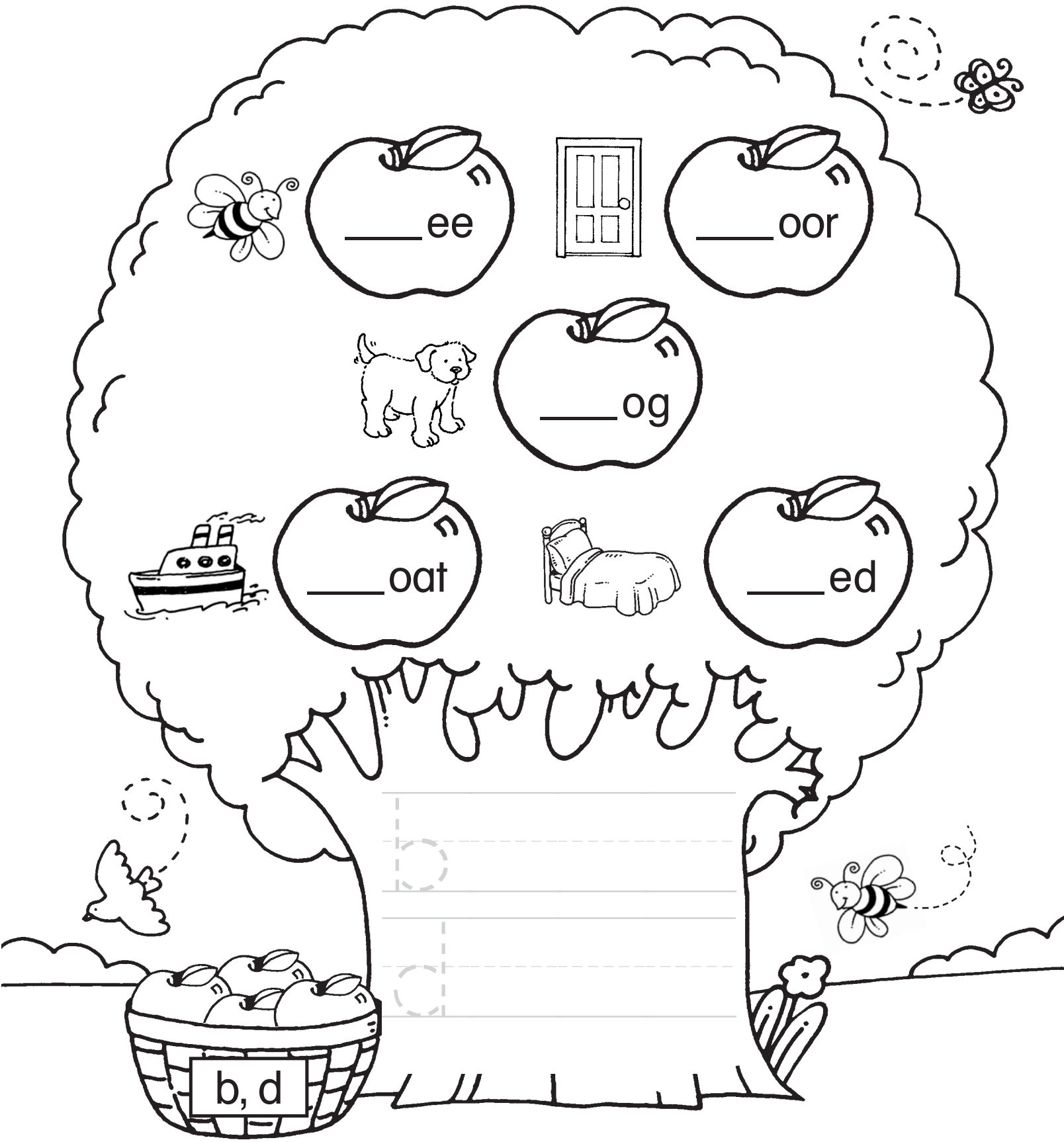

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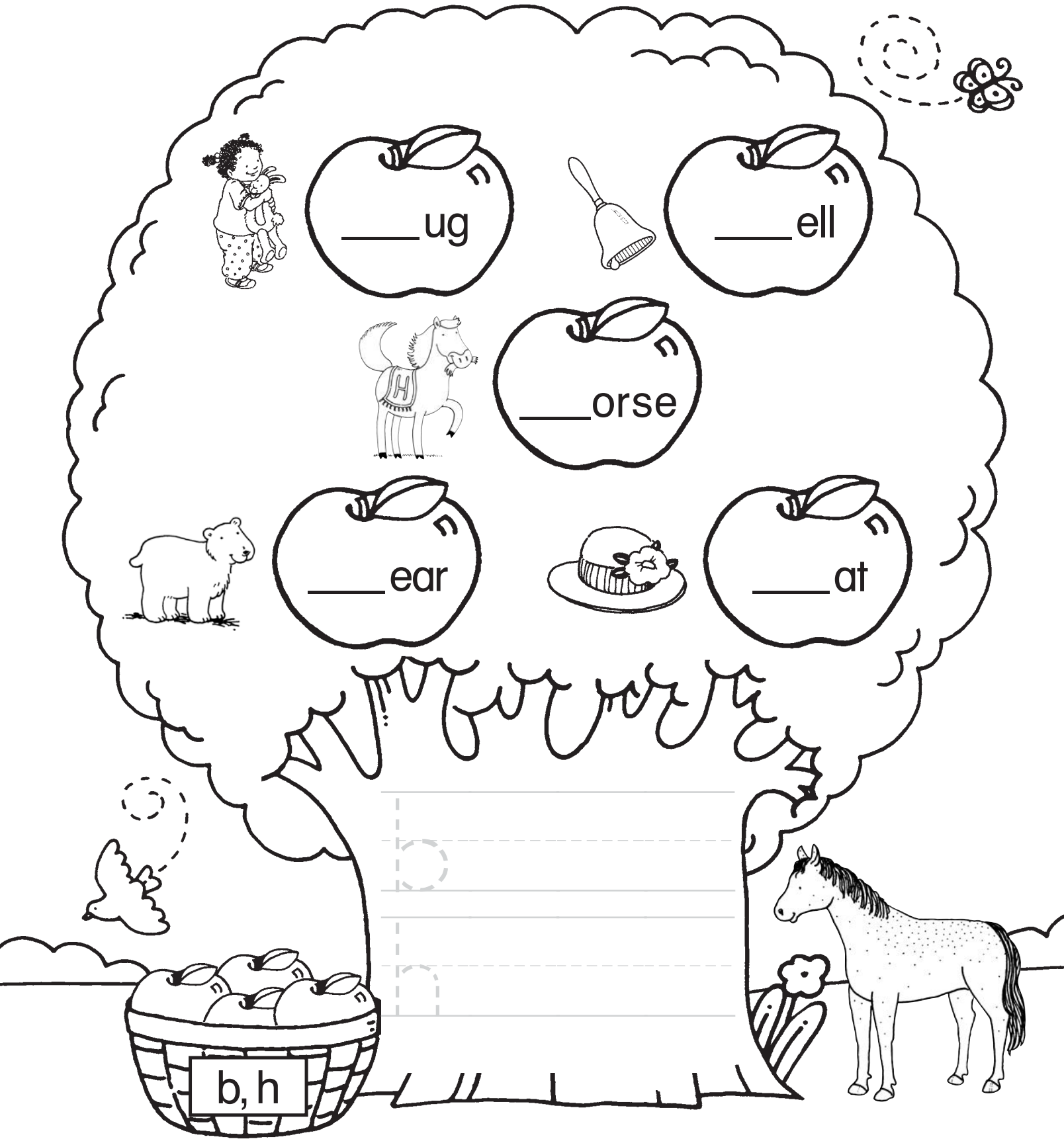

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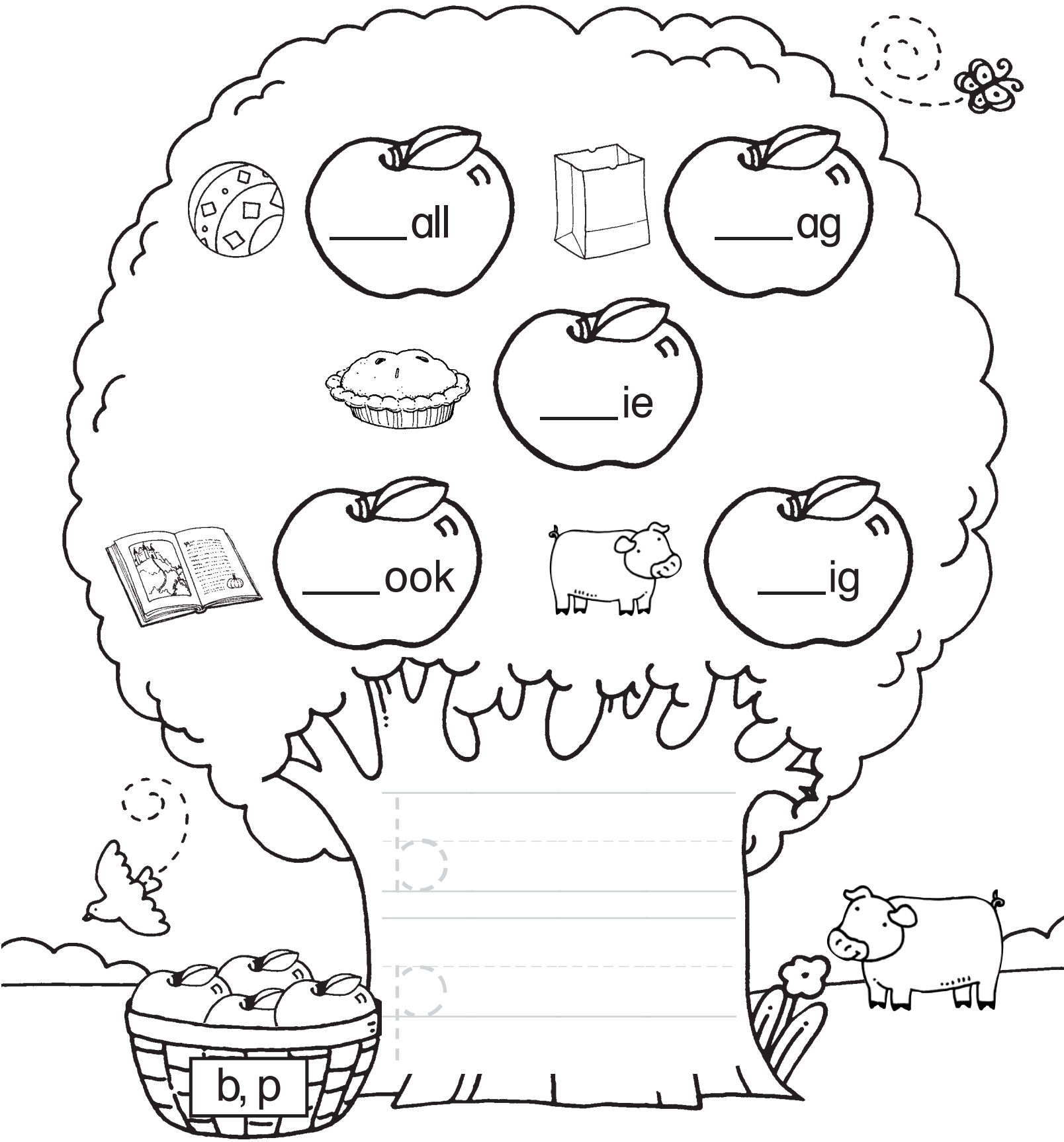

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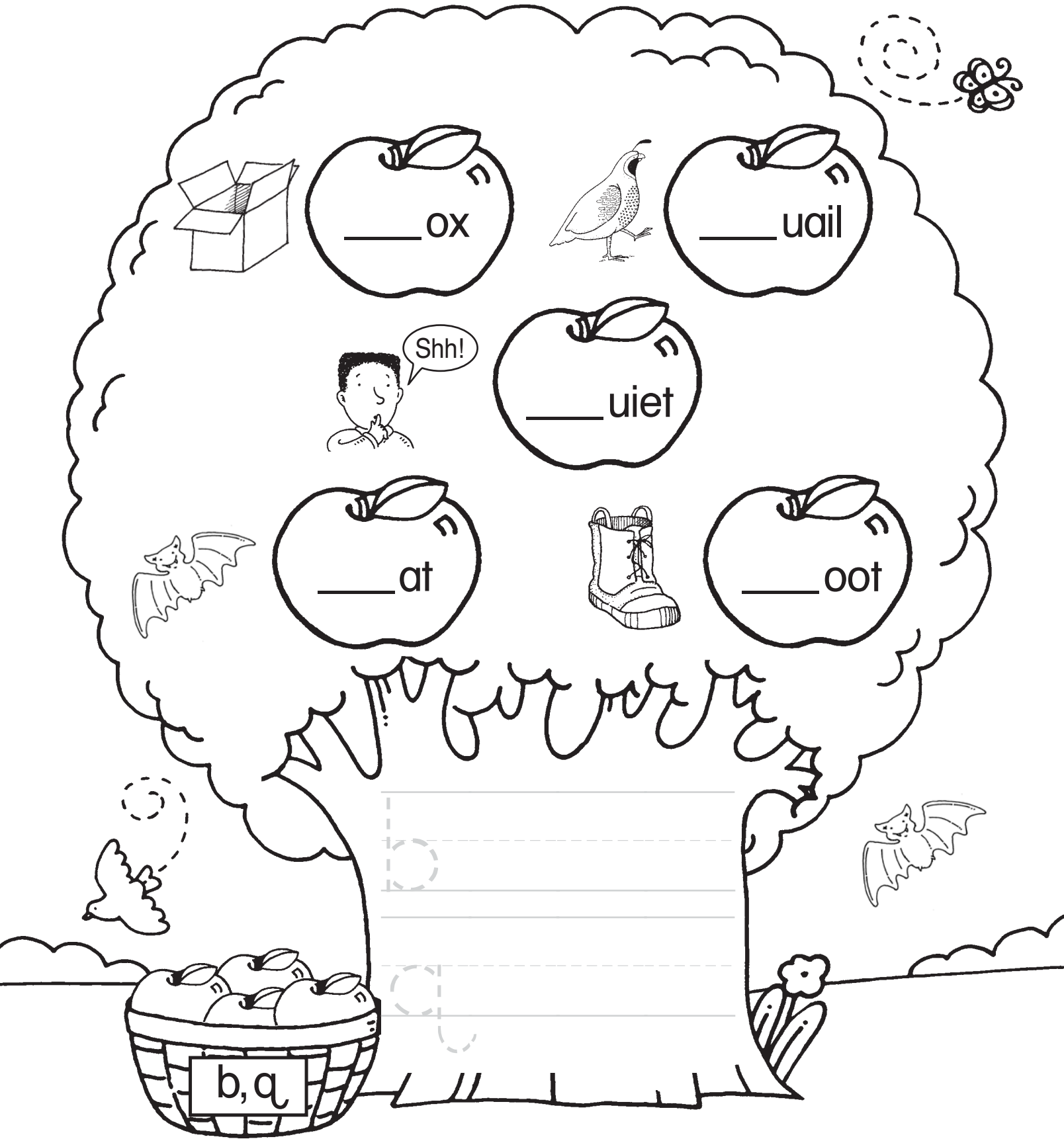

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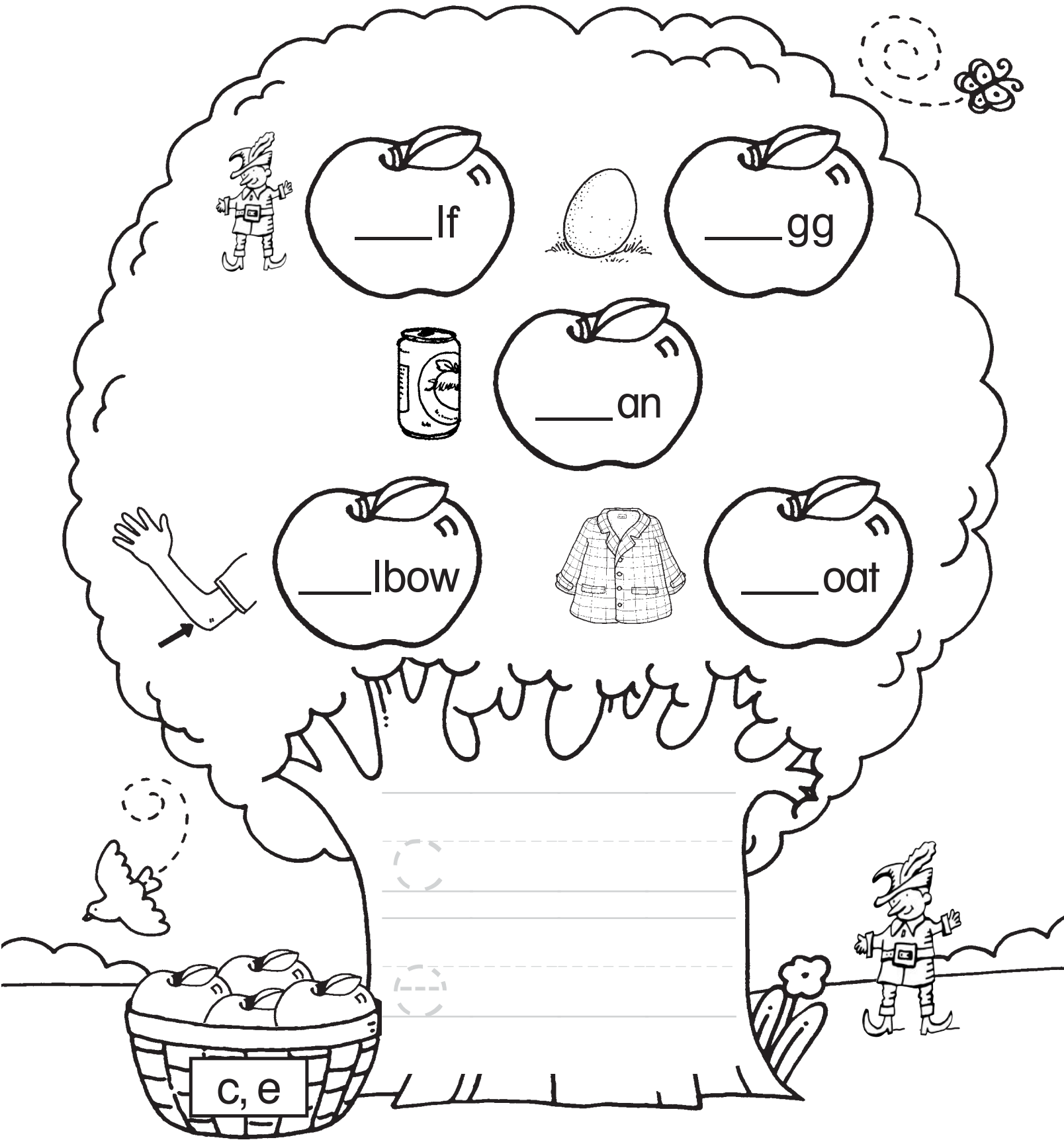

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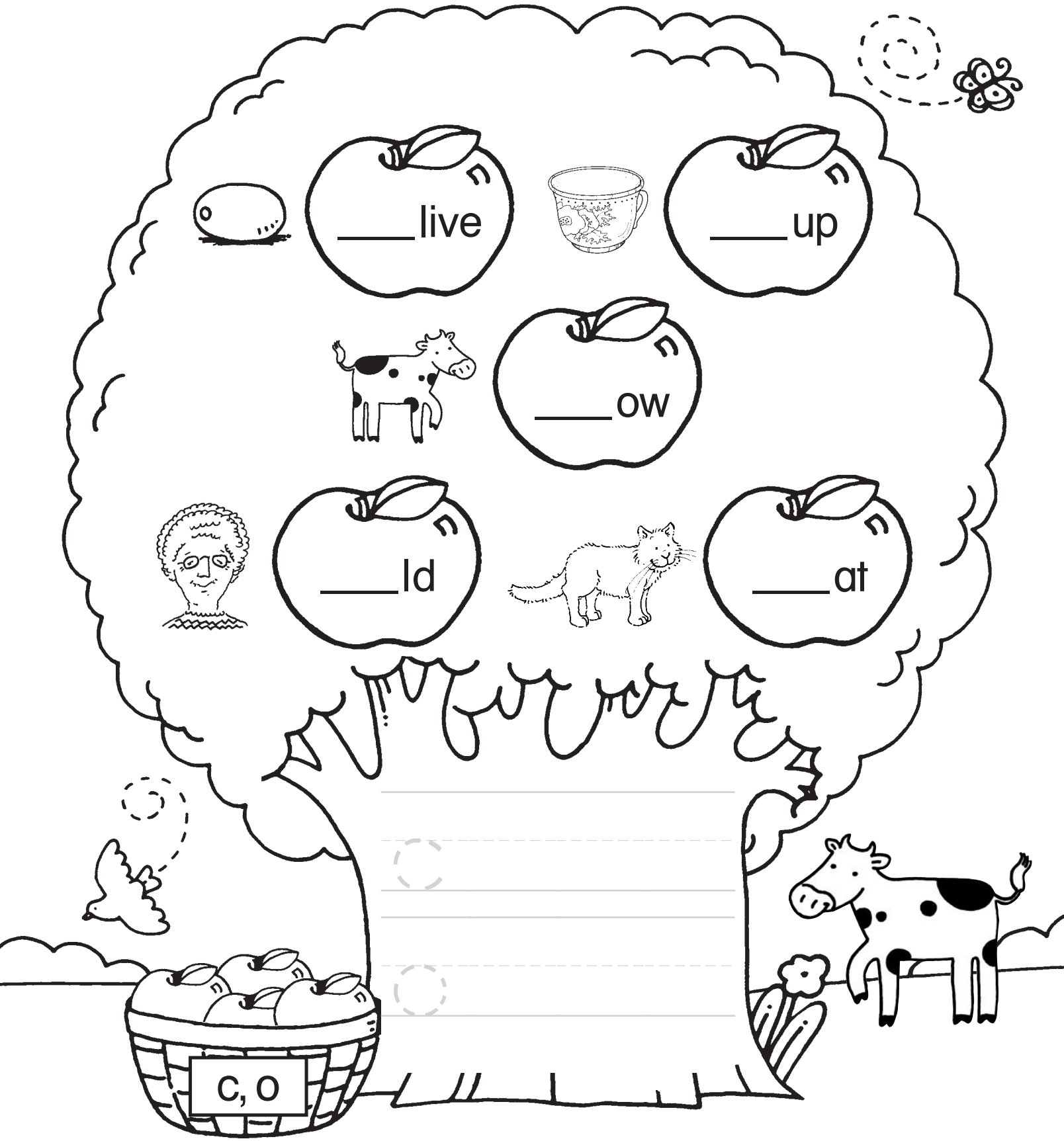

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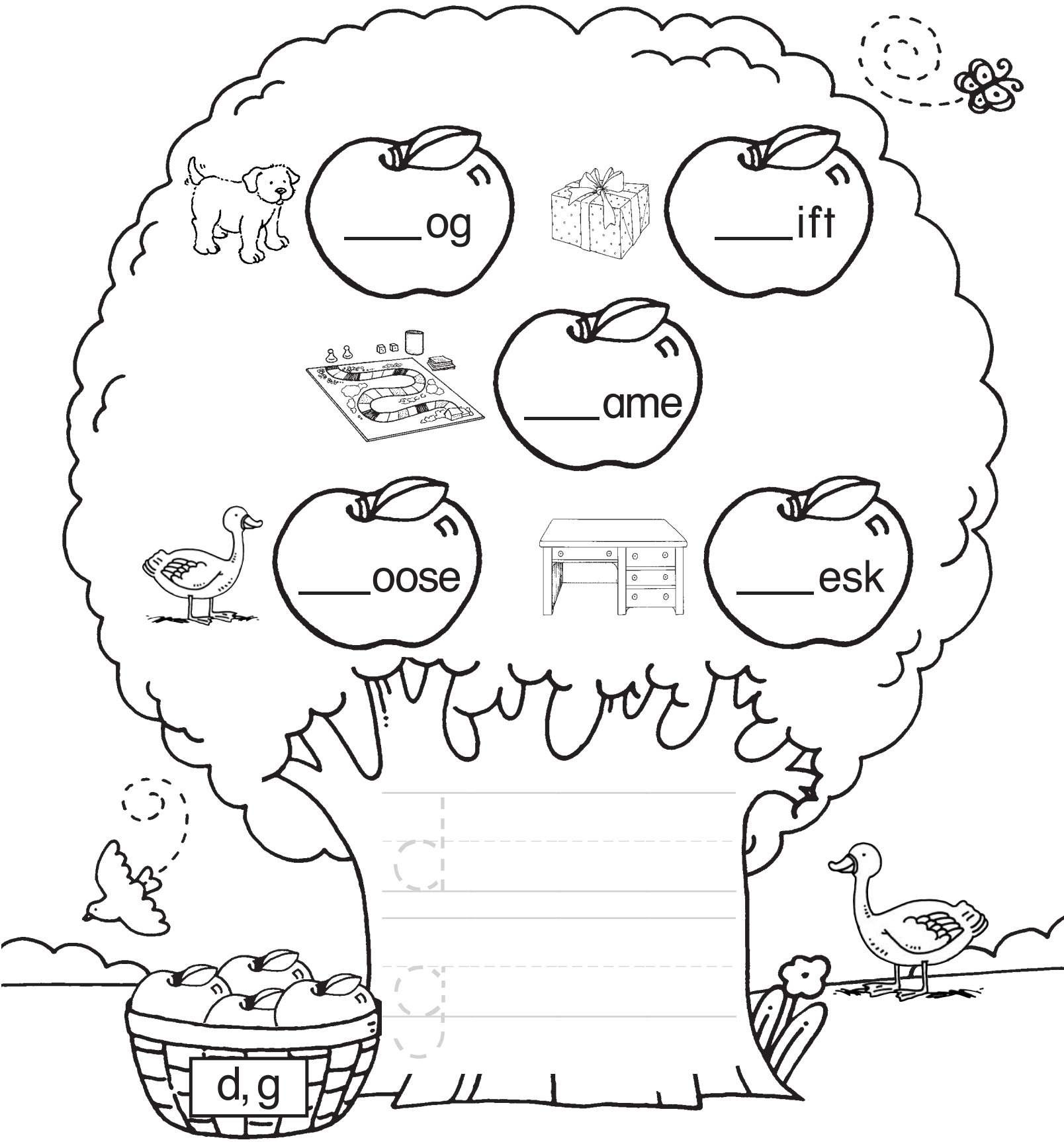

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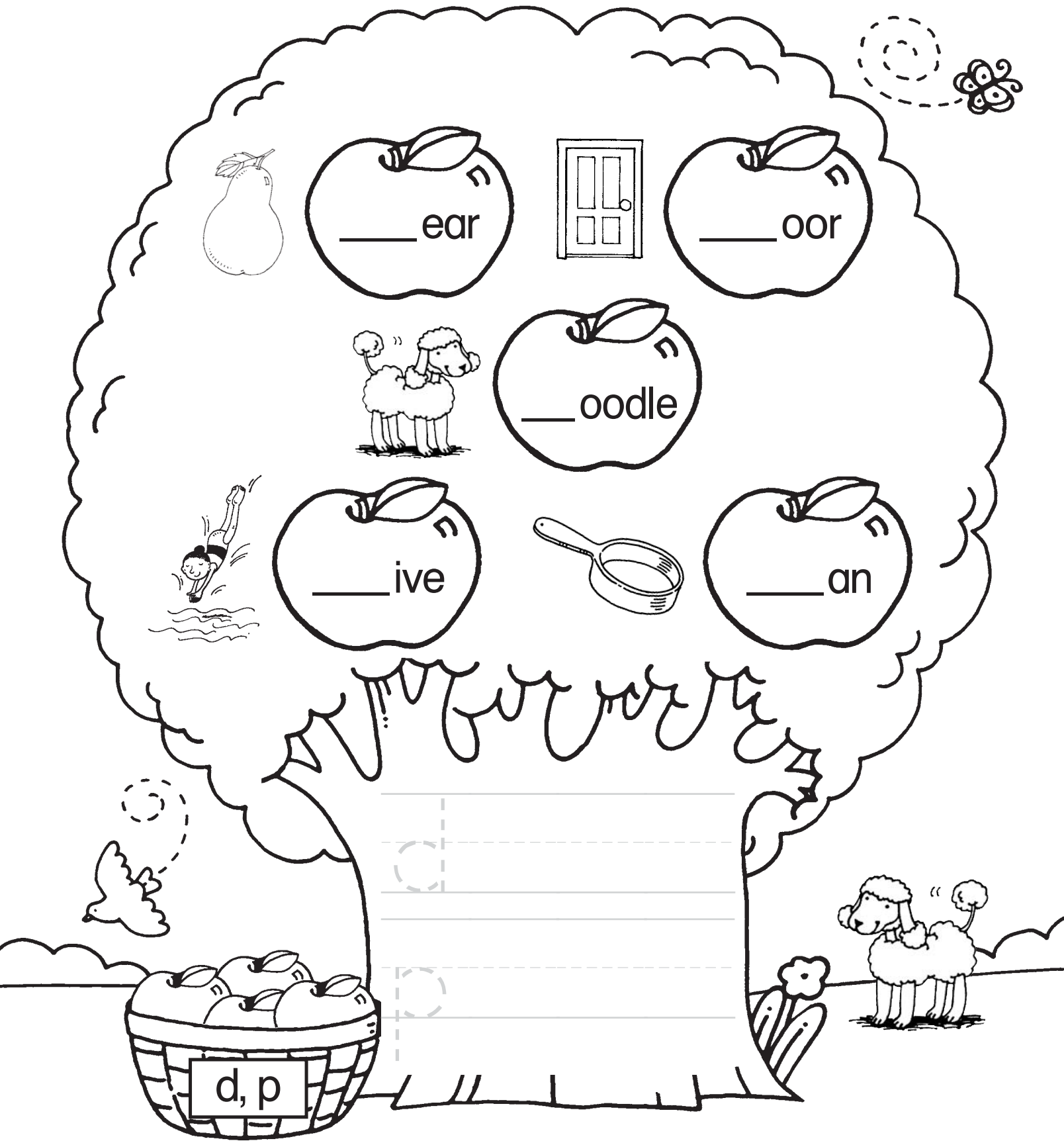

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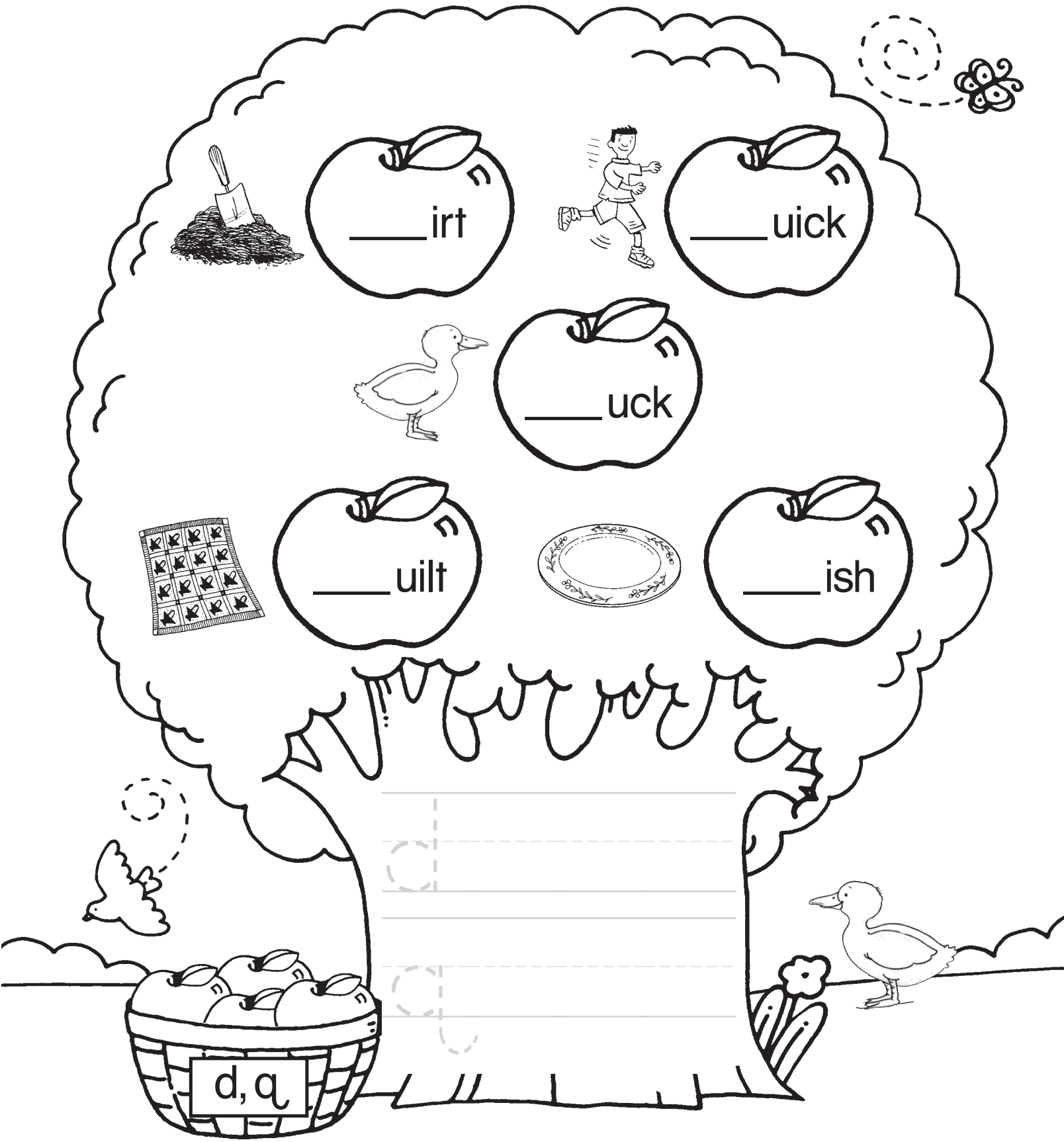

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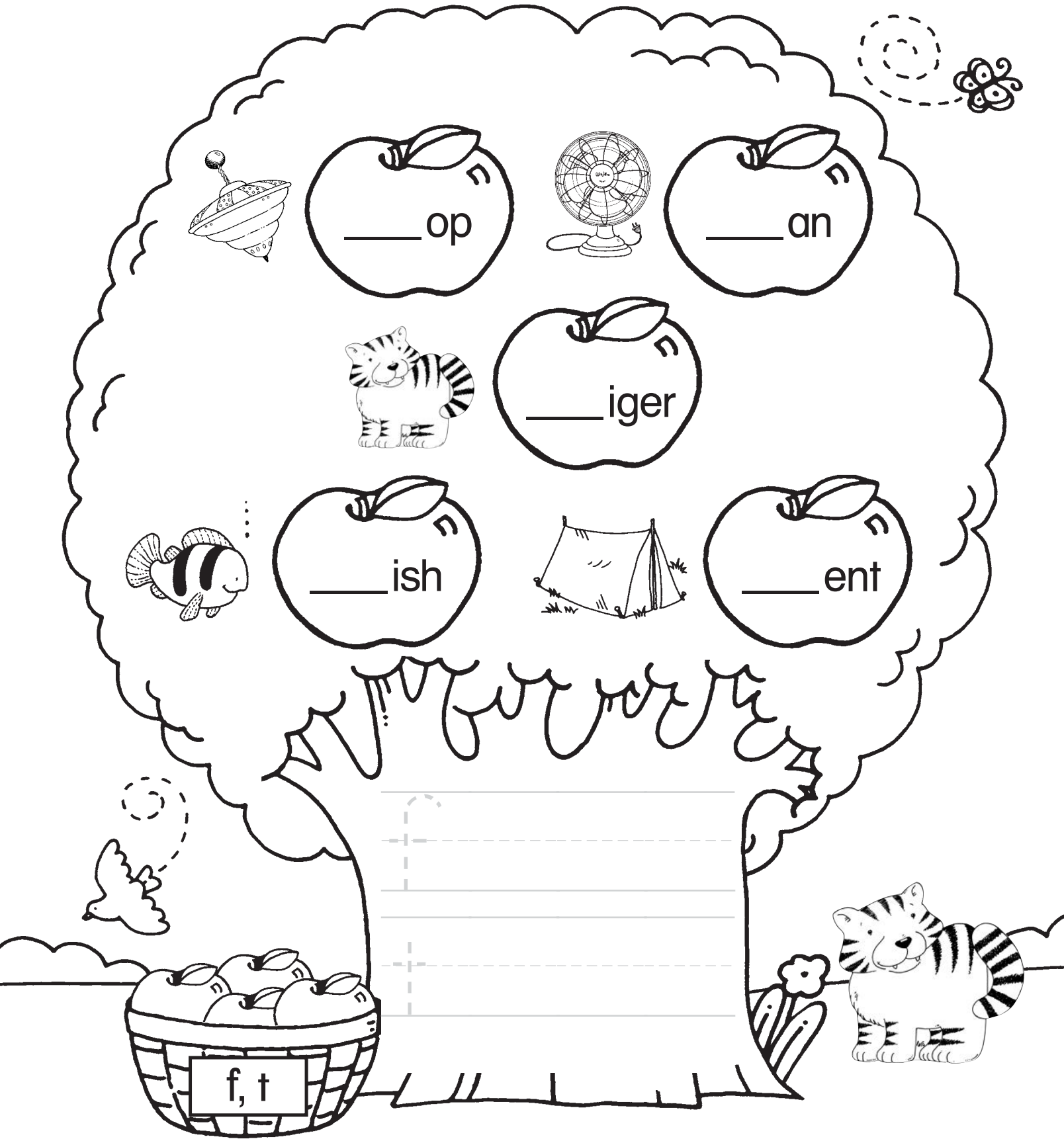

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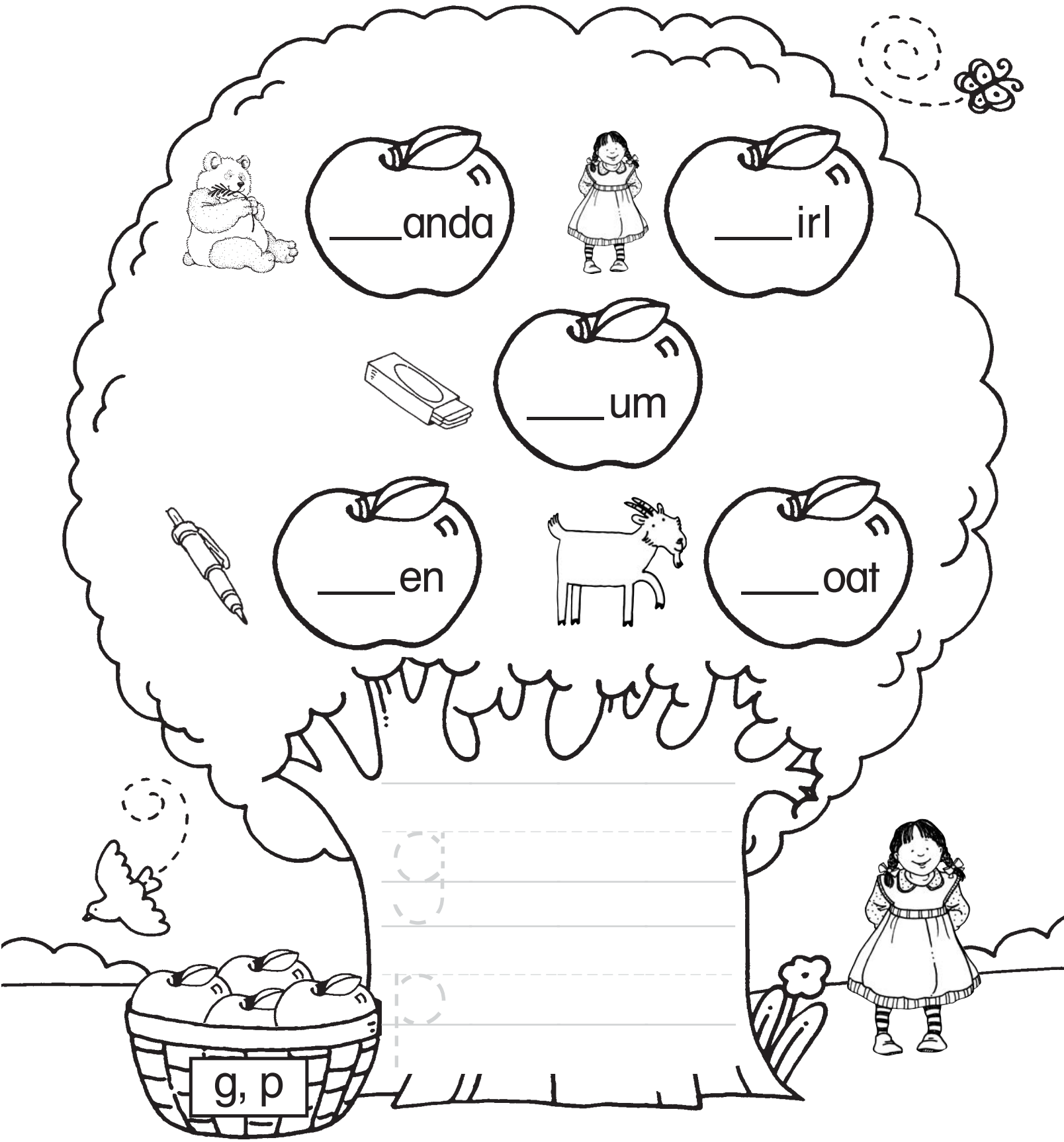

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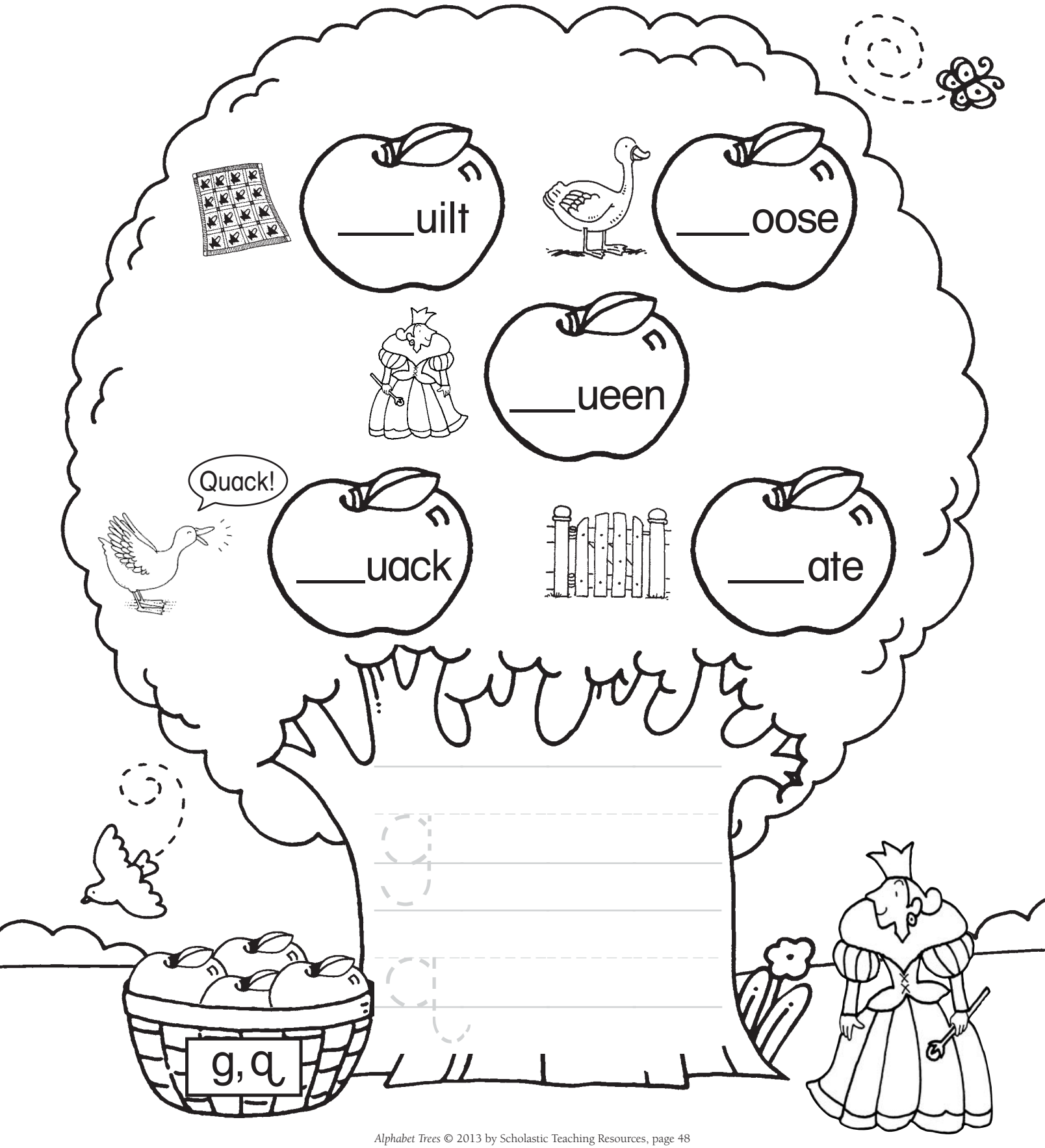

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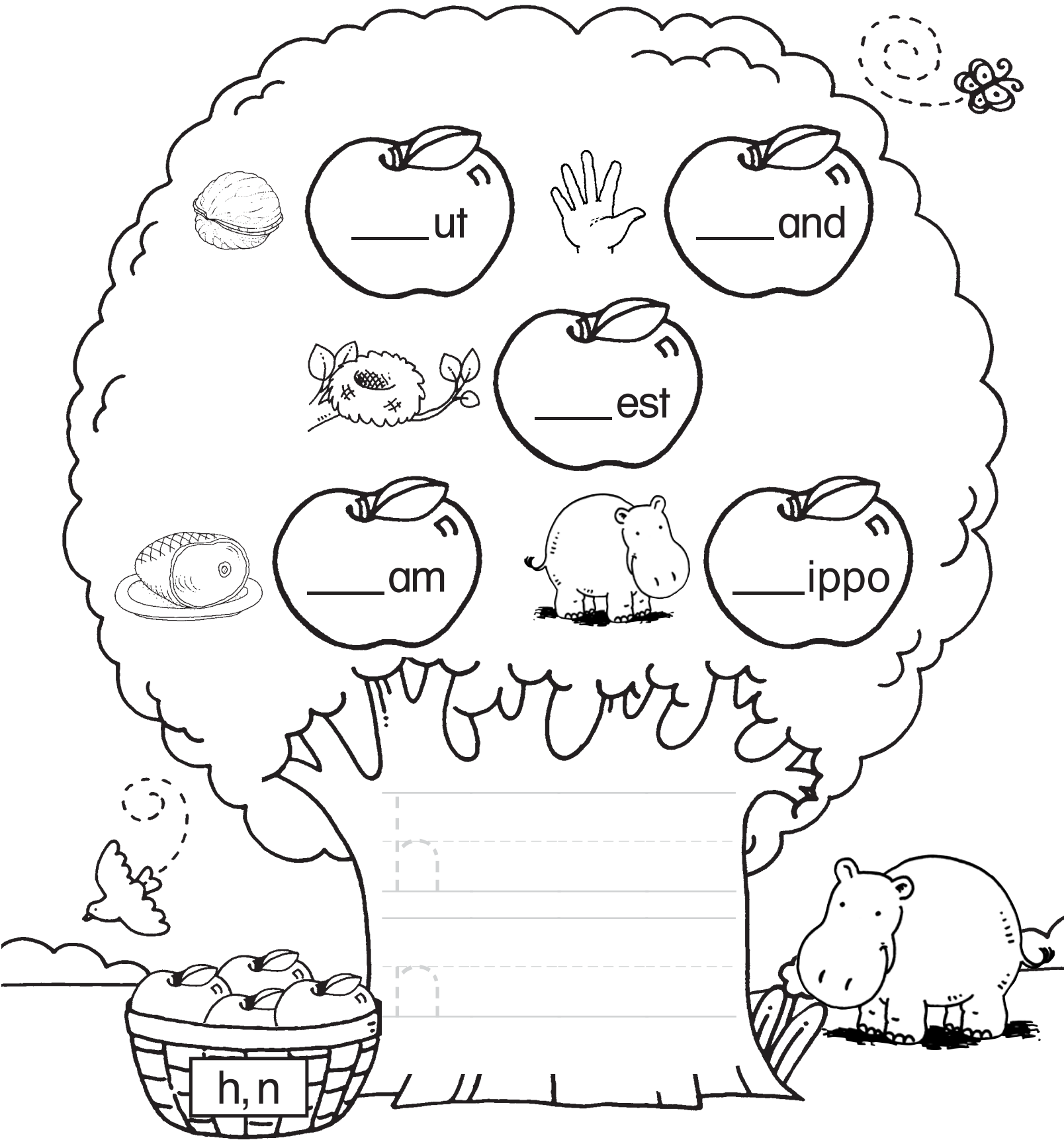

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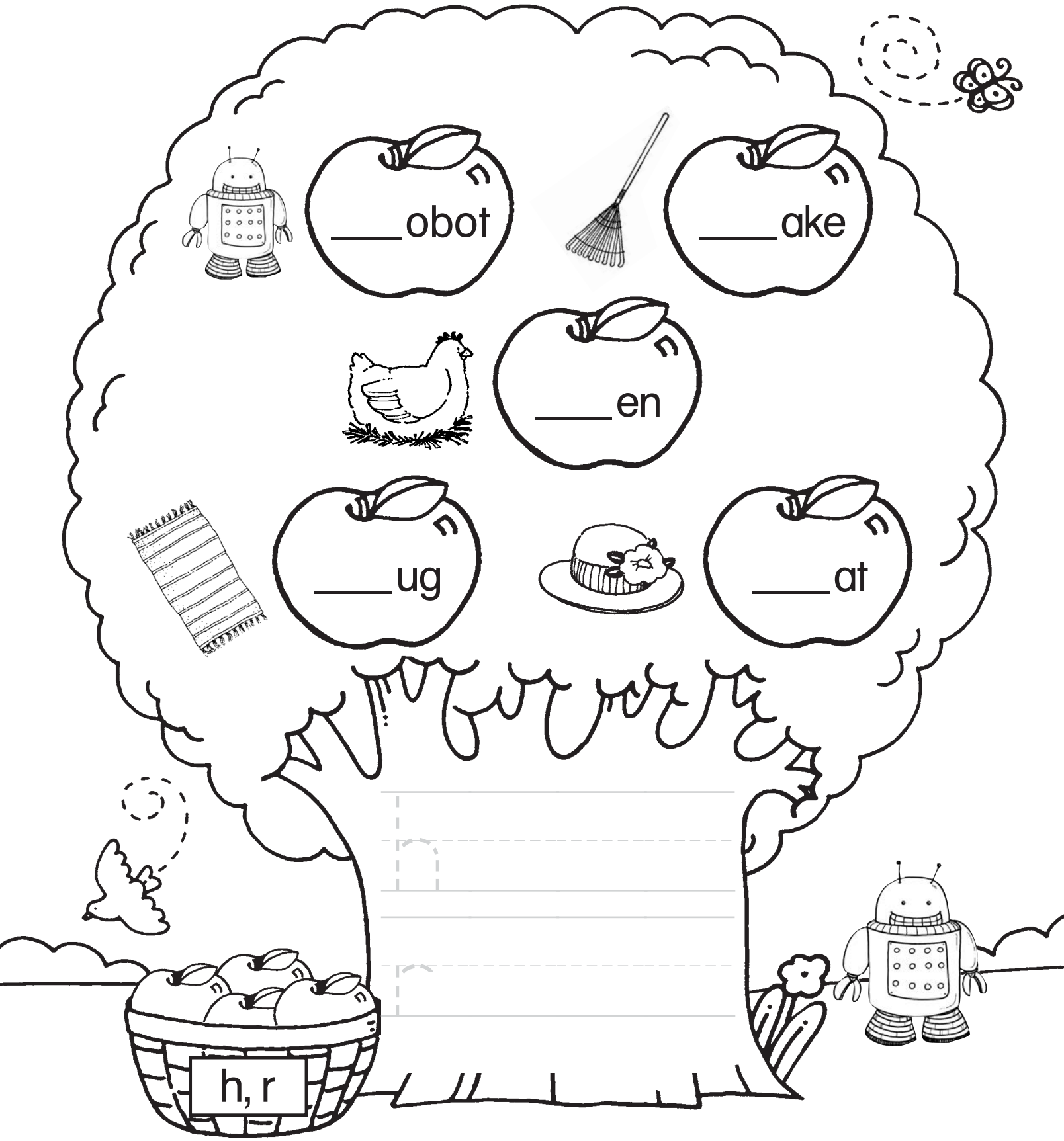

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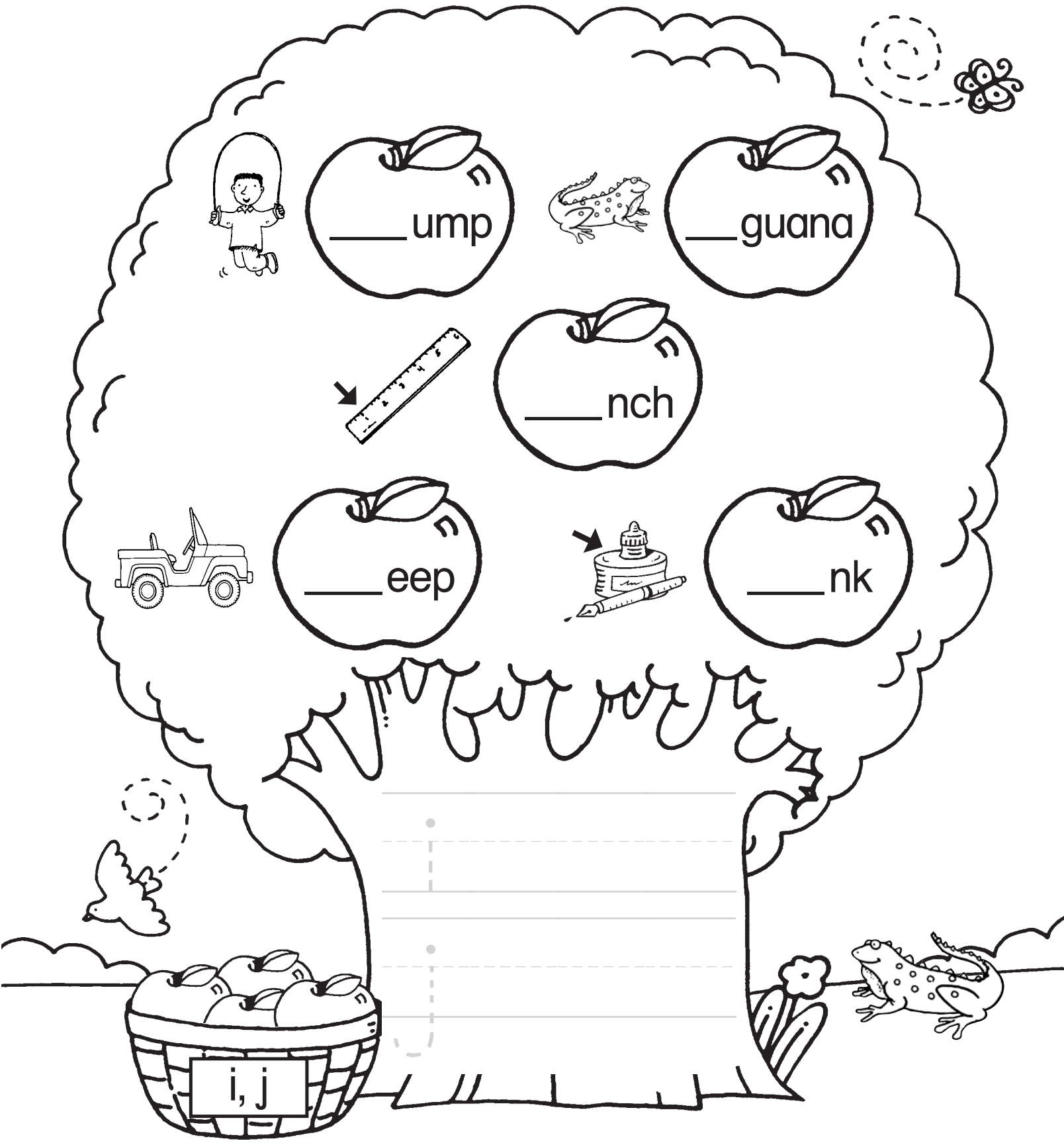

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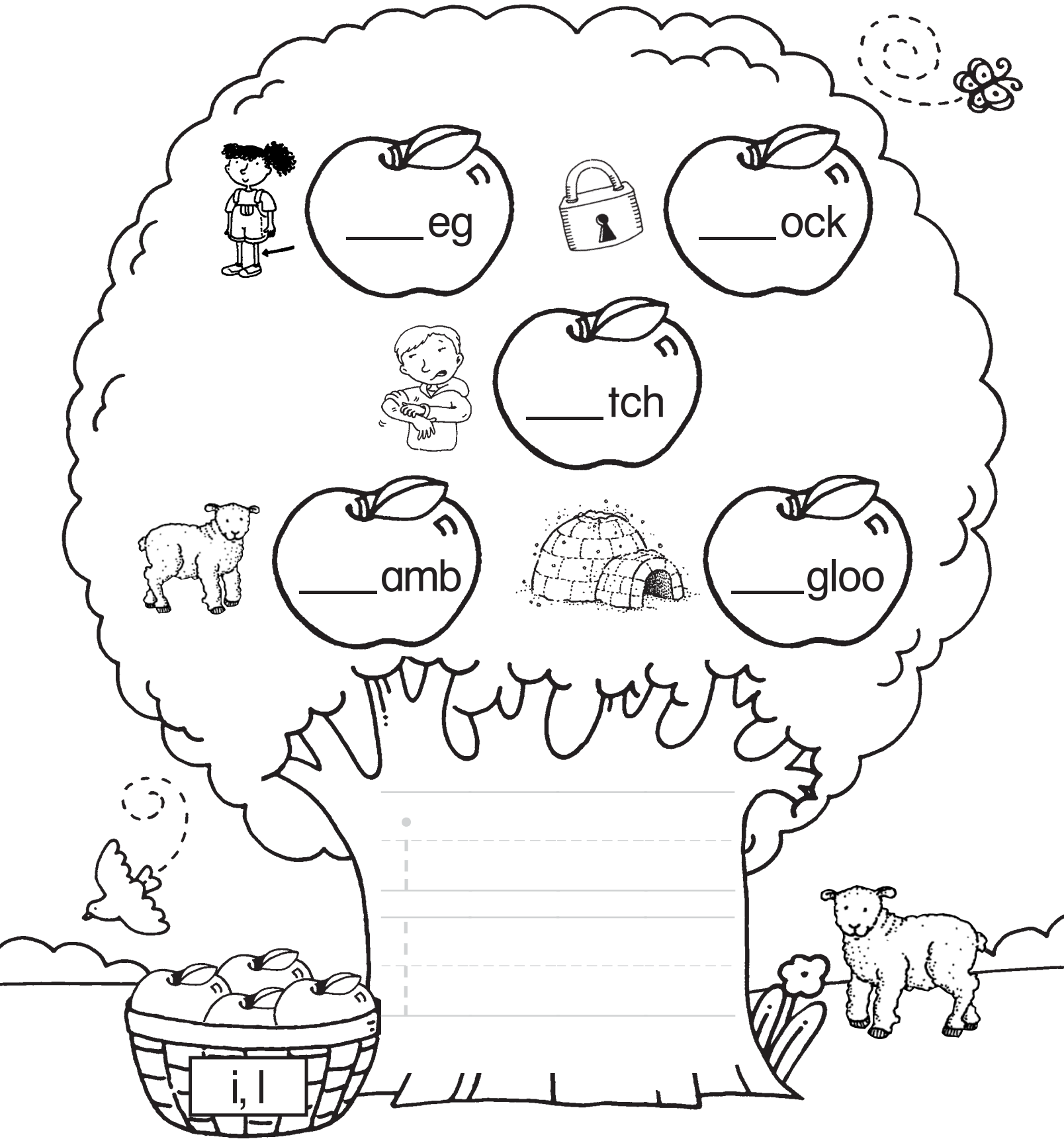

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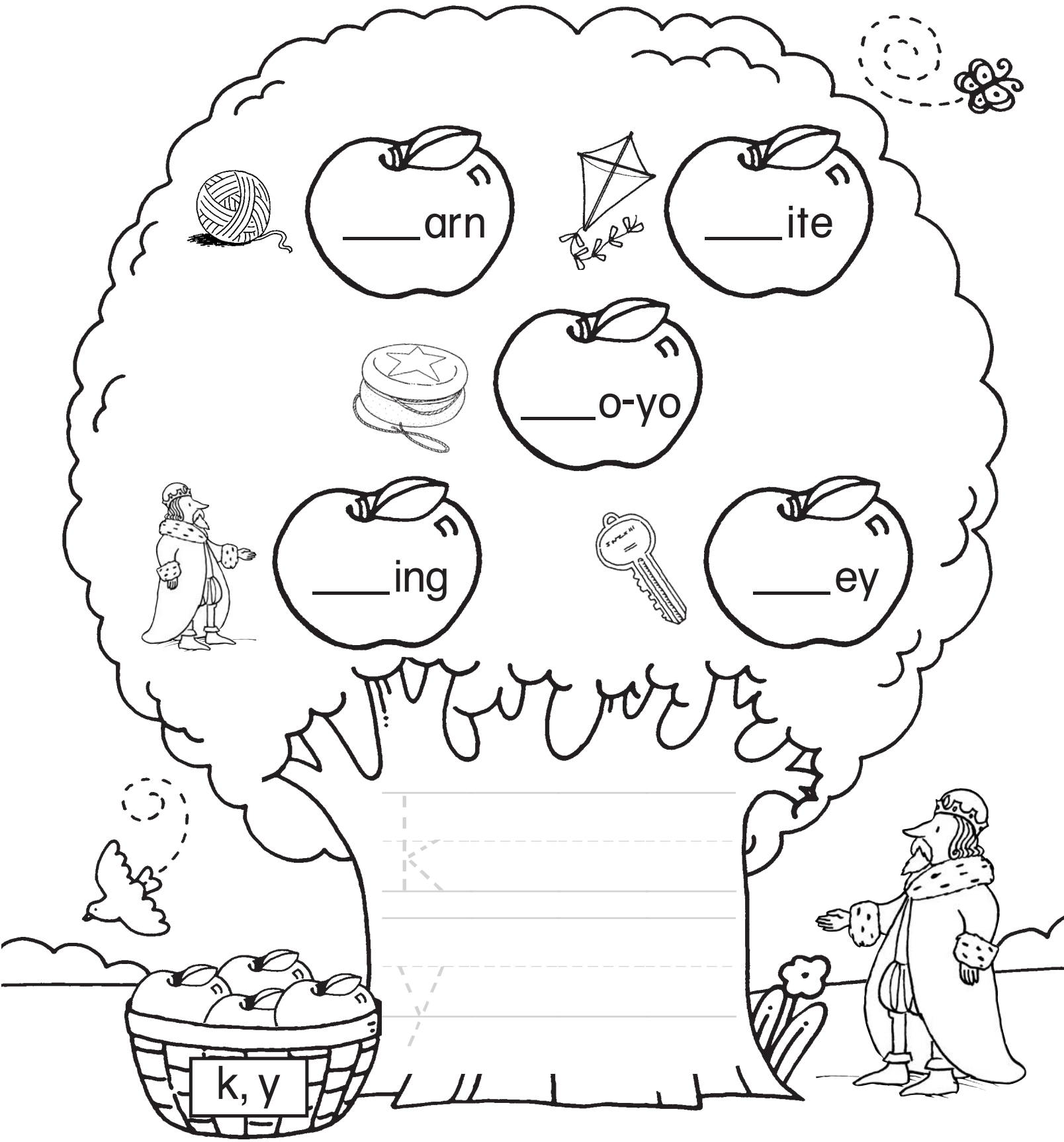

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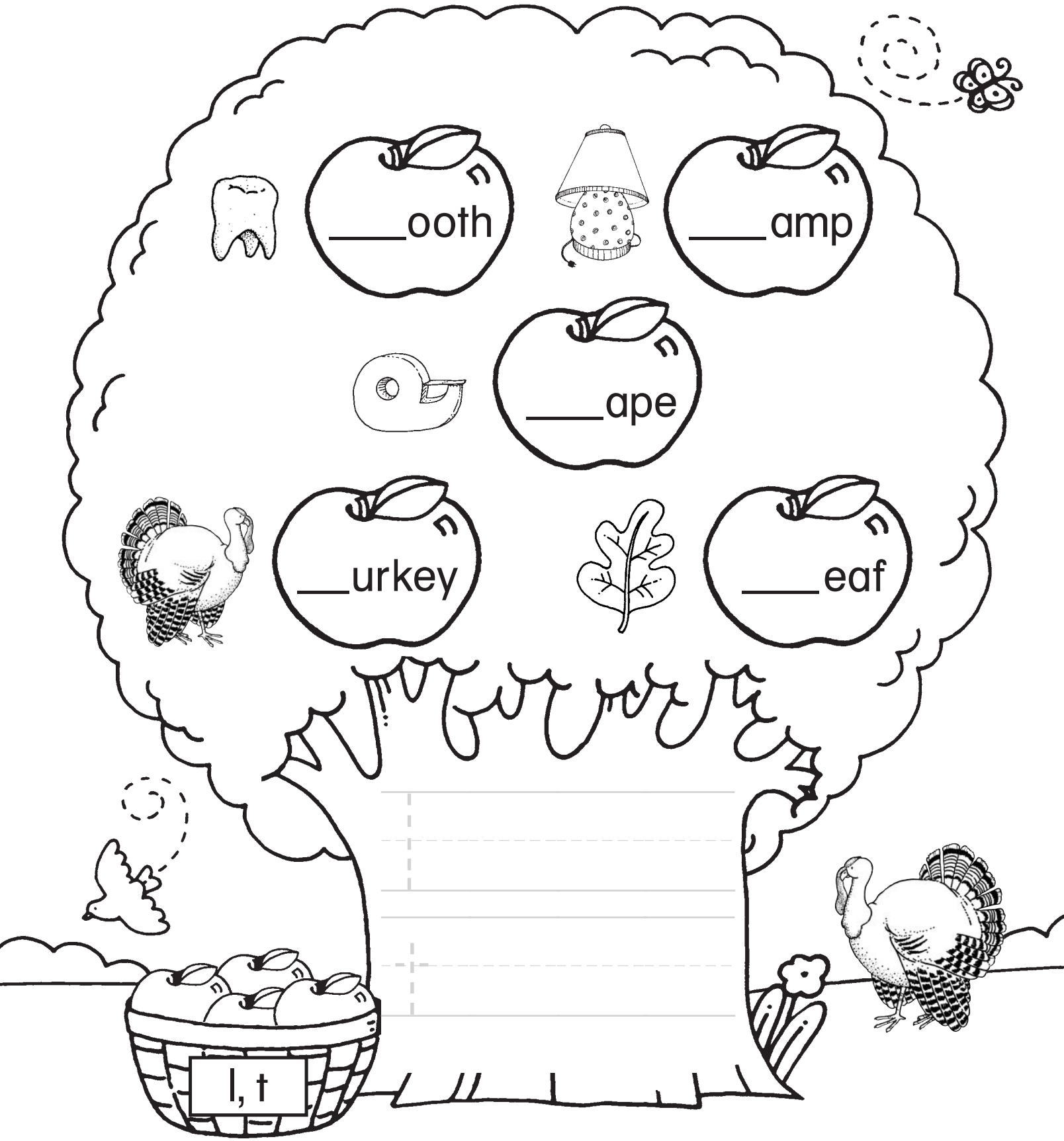

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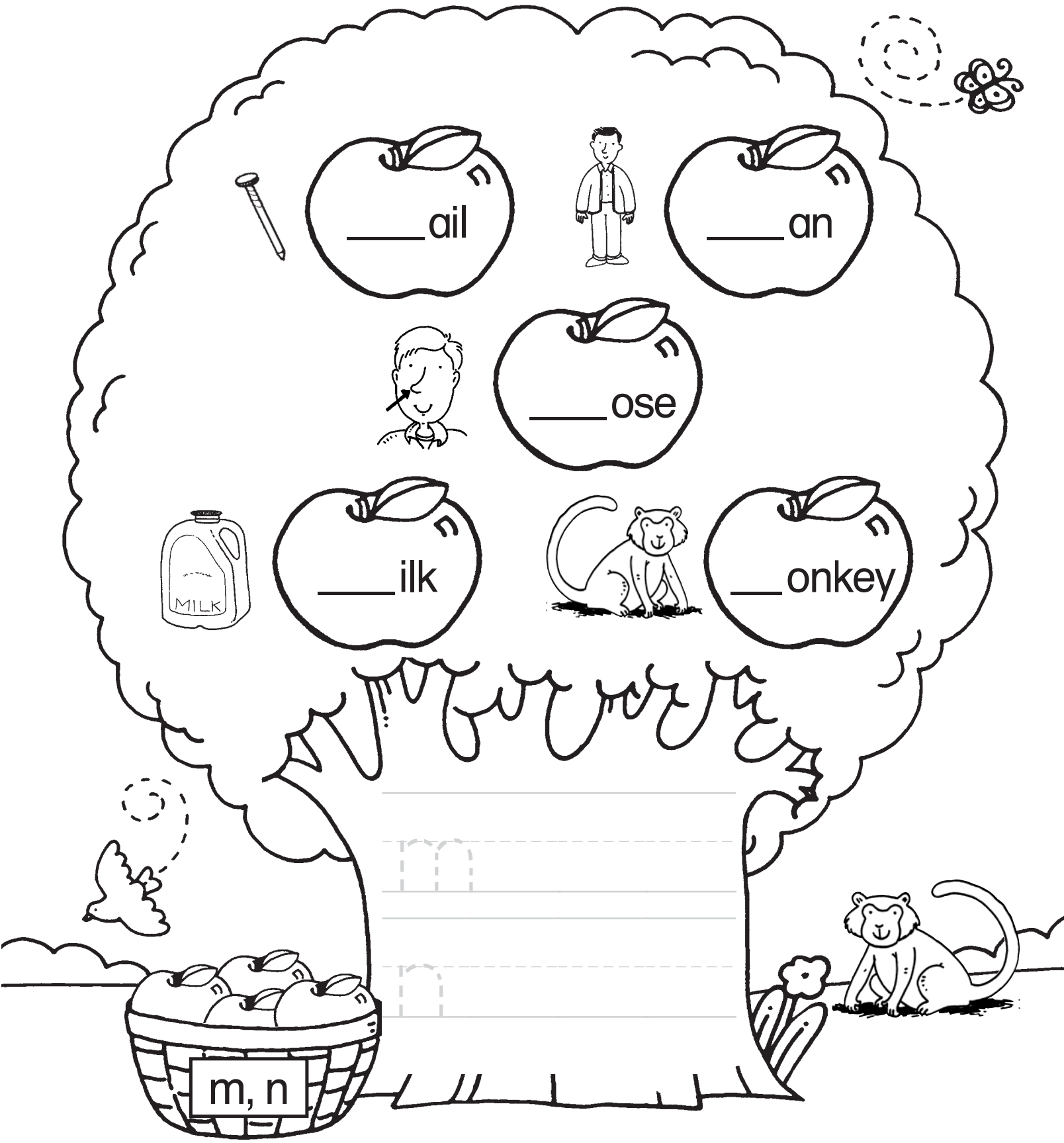

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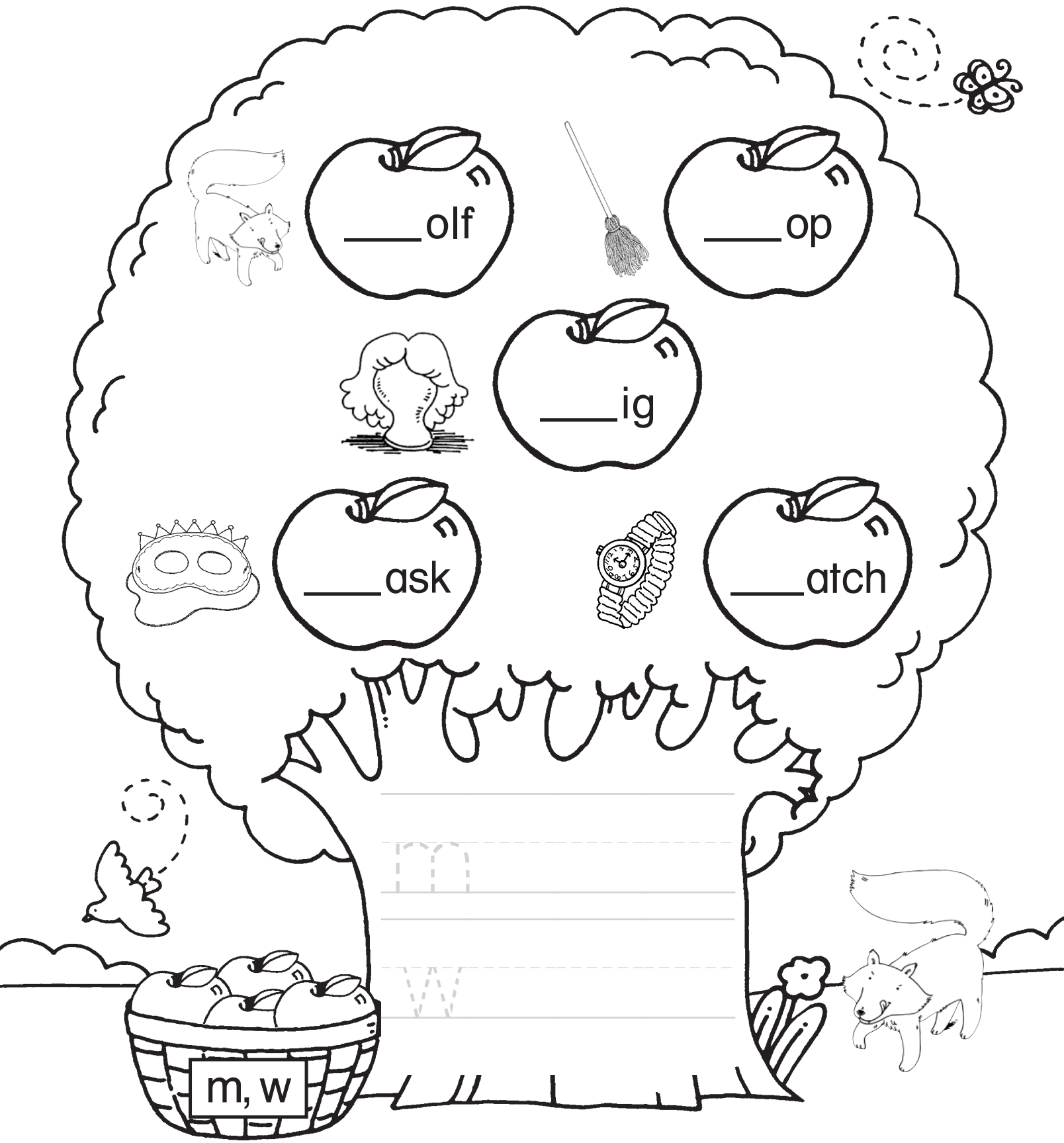

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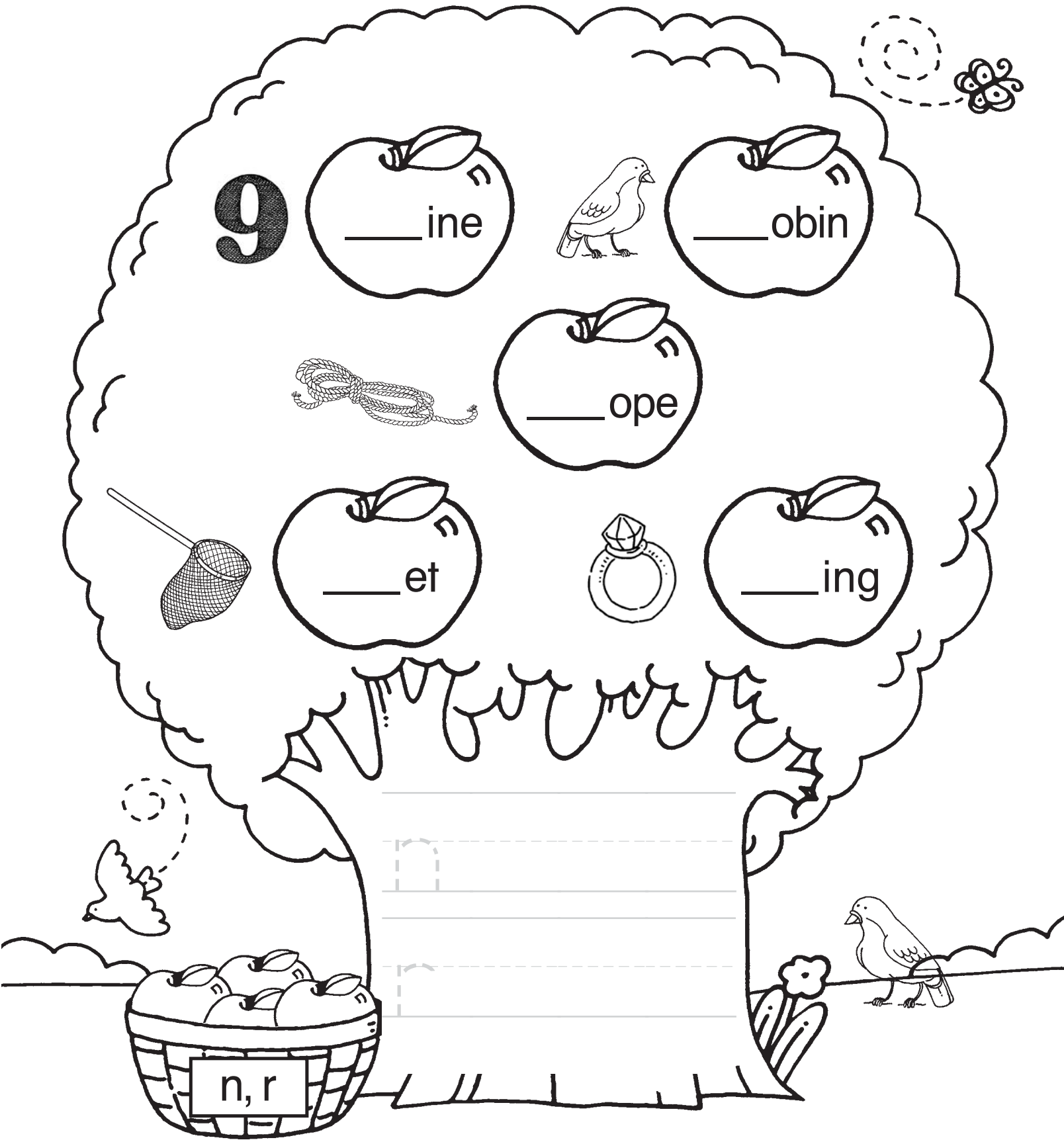

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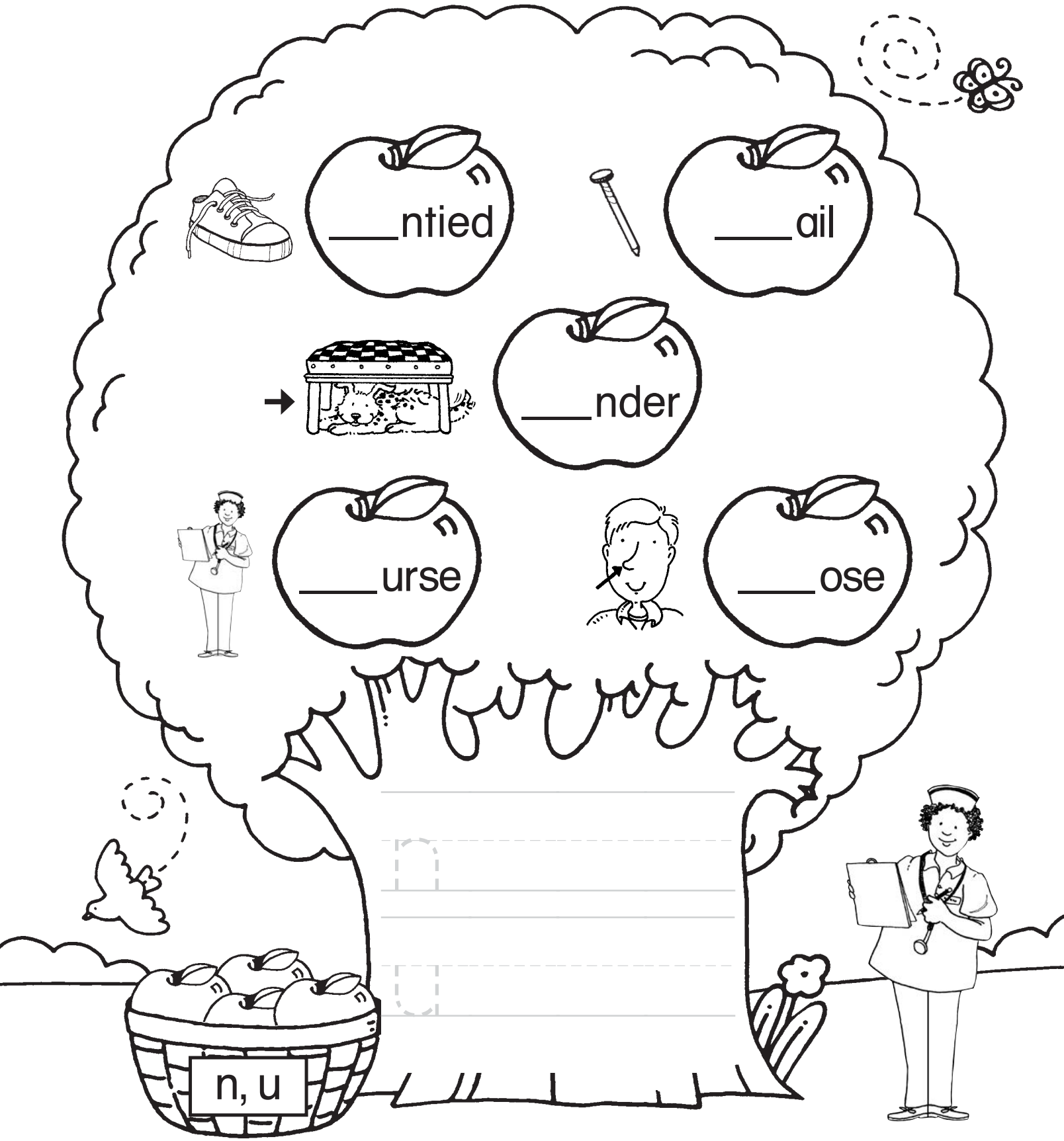

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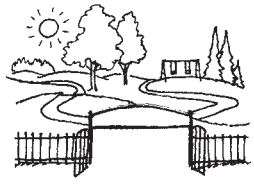

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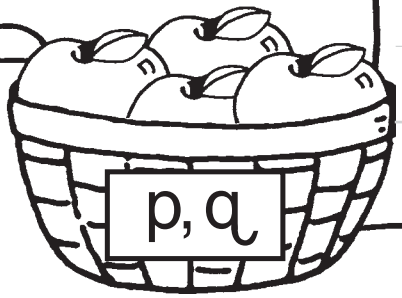

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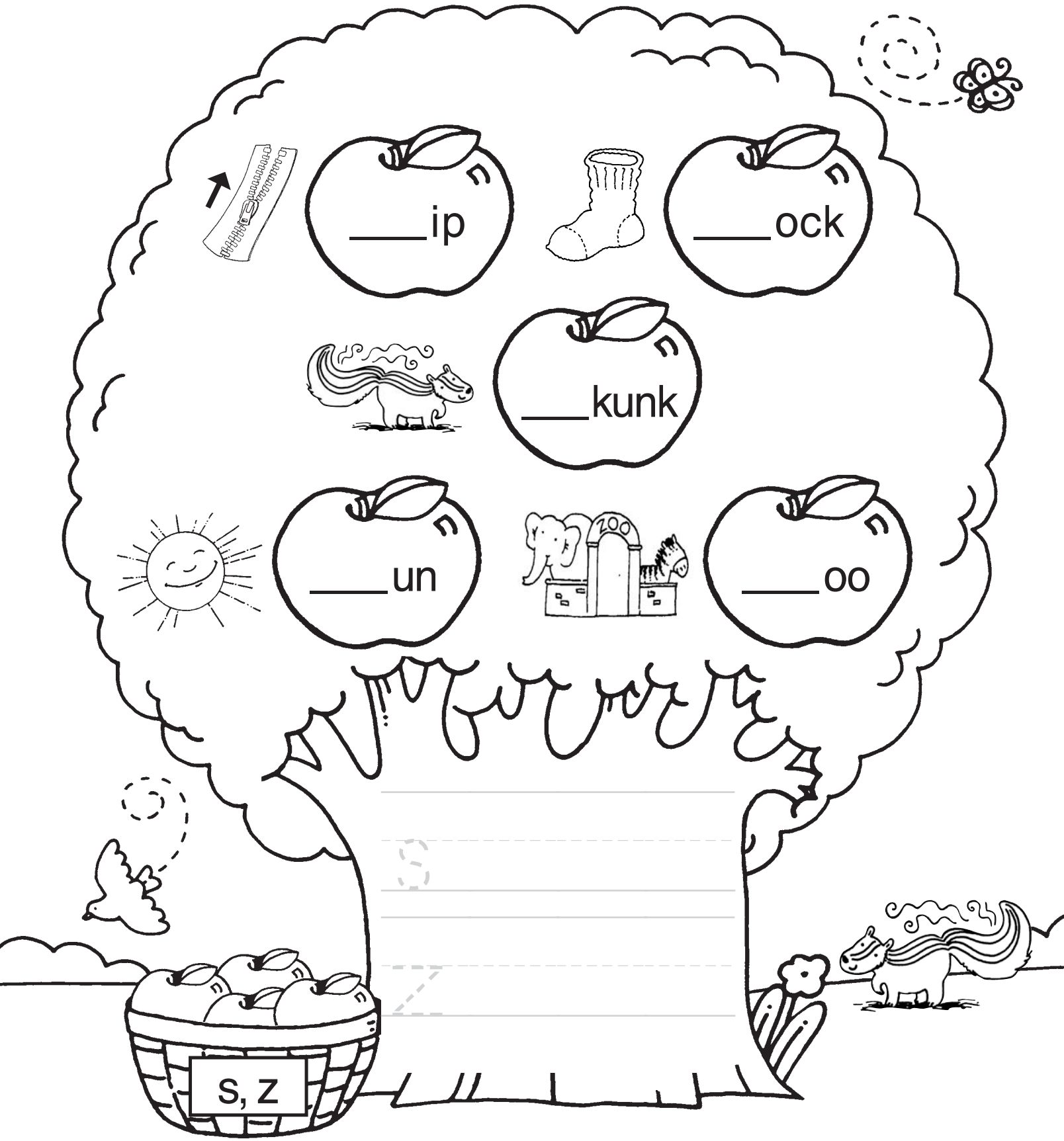

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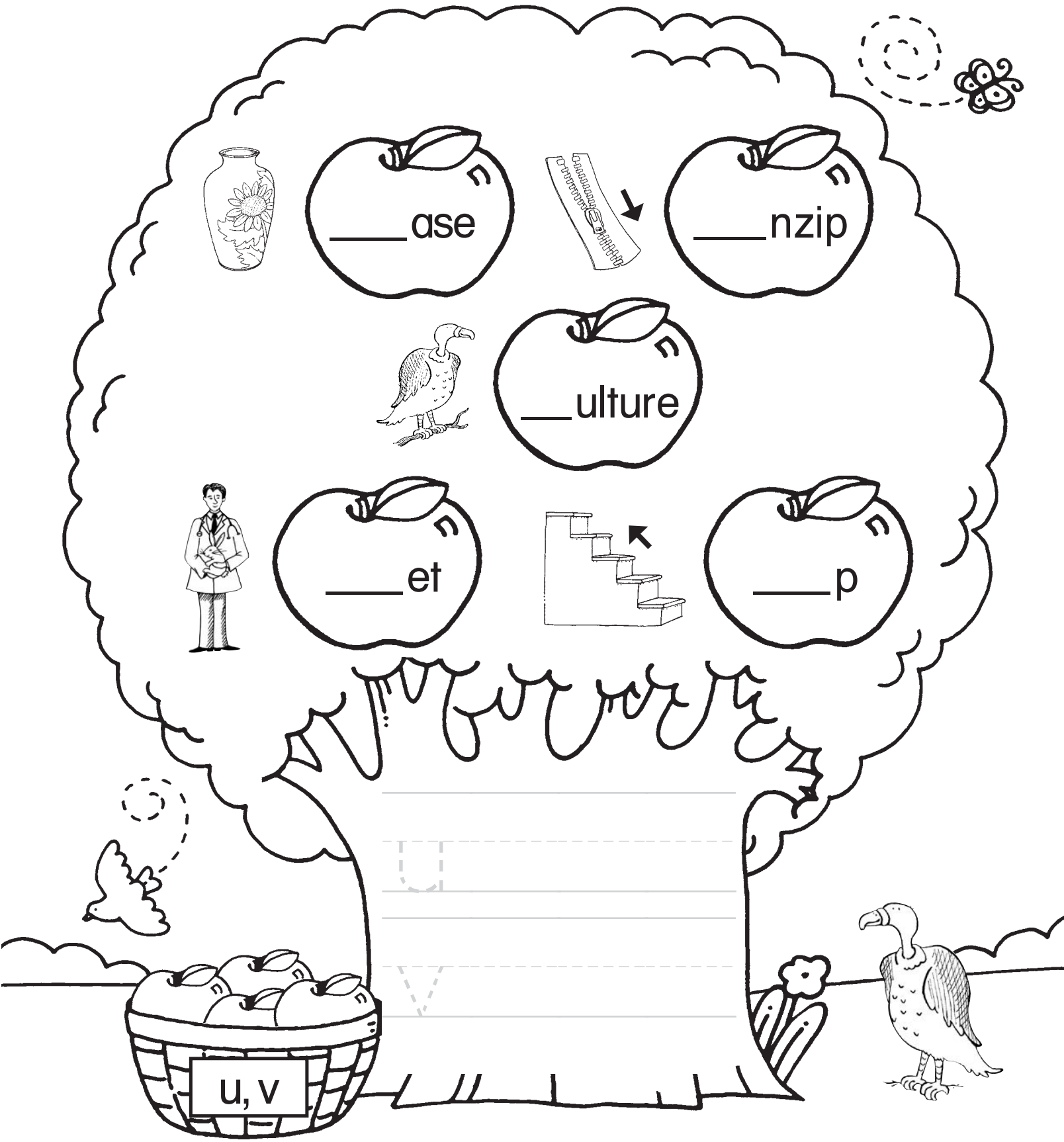

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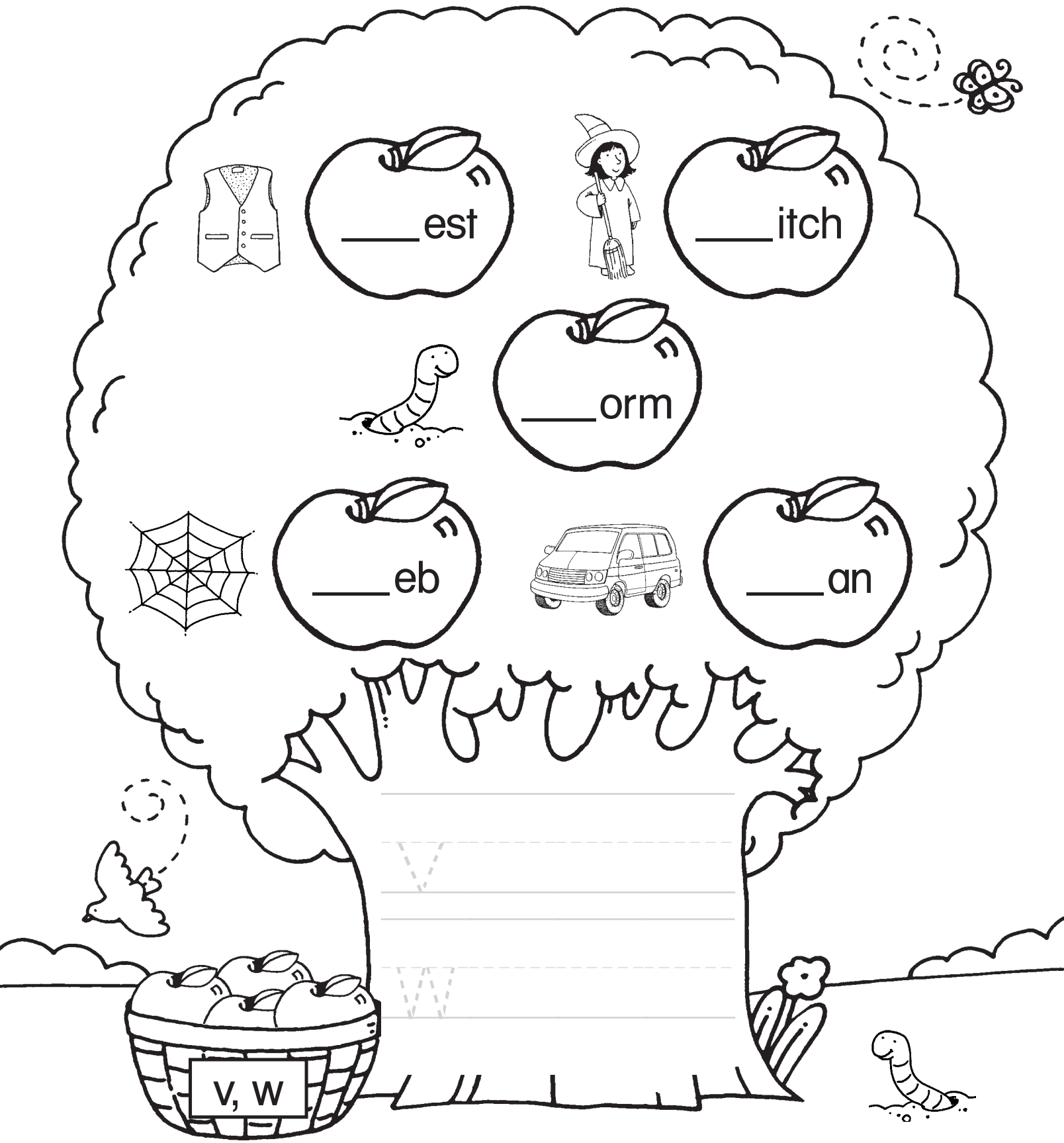

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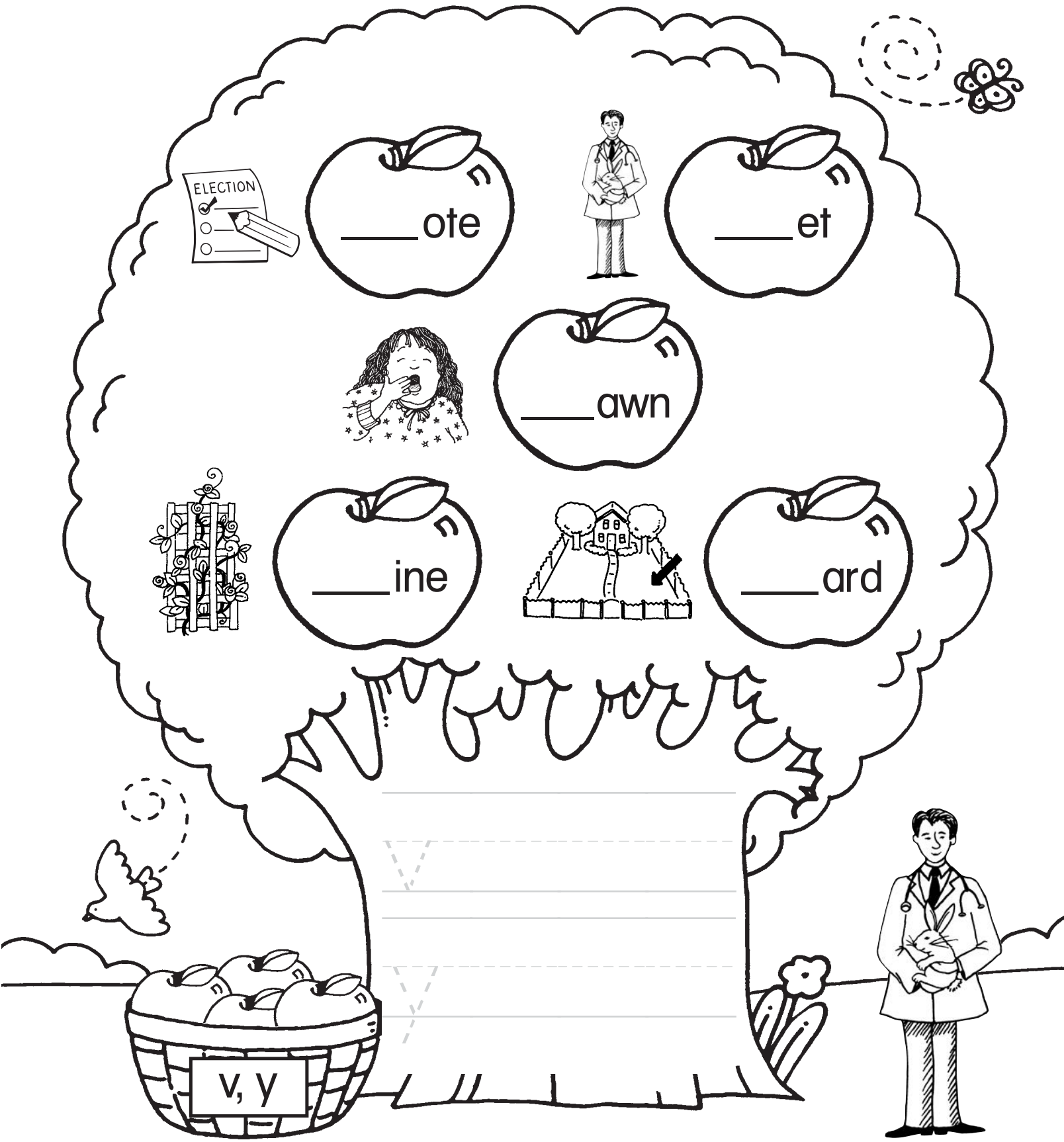
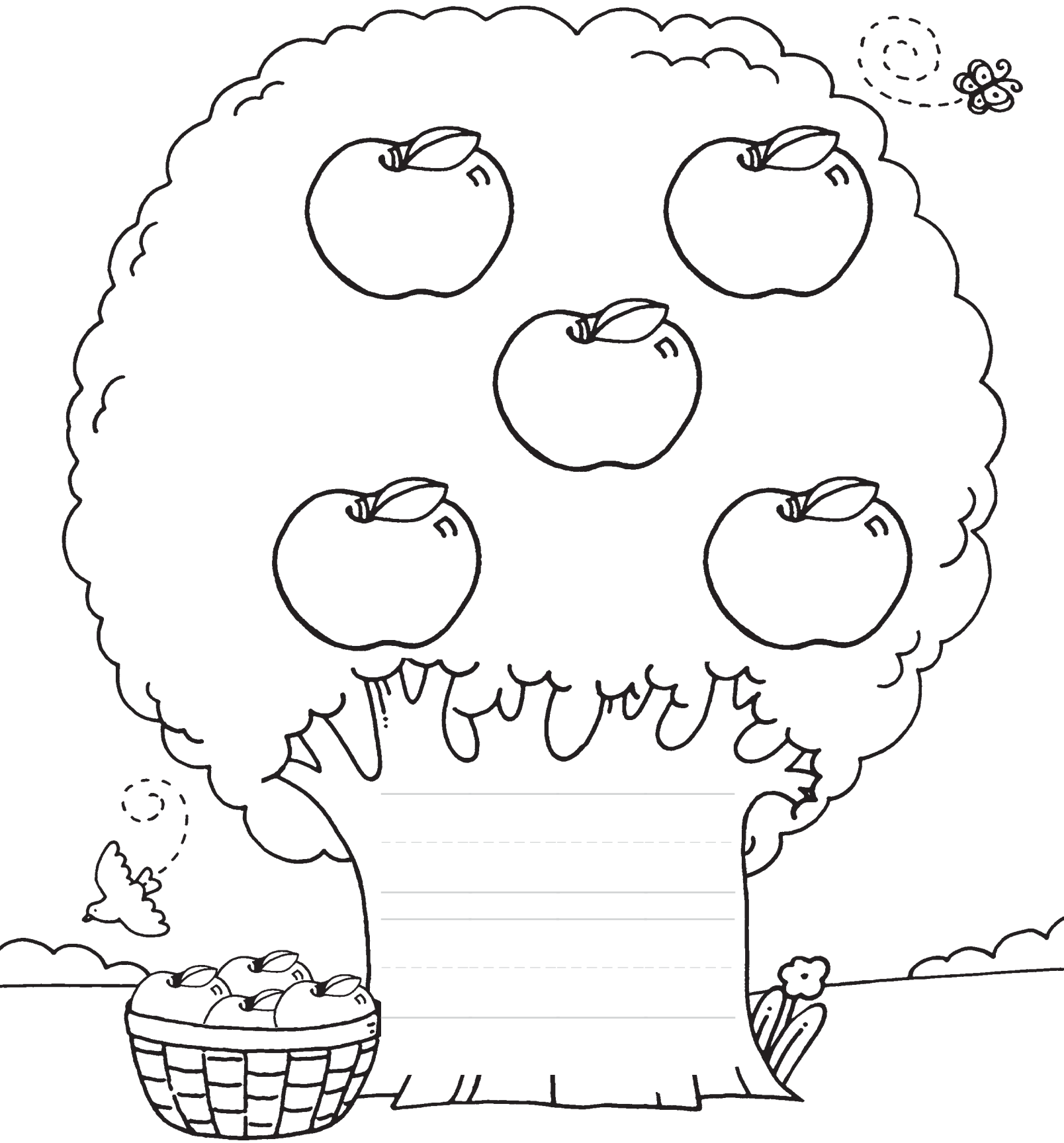
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