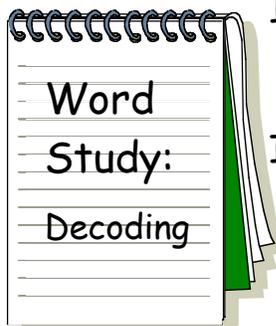


**OBJECTIVE:** The student will recognize the names of letters and sequence them correctly.

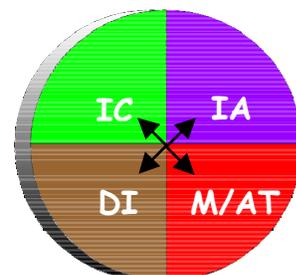


### INSTRUCTIONAL CONTENT:

- Decoding: Letter Recognition with 3 uppercase letters

### INSTRUCTIONAL ACTIVITY:

- "ABC" Alphabet Search  
*Purpose:* This activity teaches students to recognize, name, and sequence the first 3 letters of the alphabet.



### MATERIAL/AT:

- Recorded sentence strips for a card reader machine (This is a long card with magnetic tape for recording purposes.)
- Card reader machine
- Two sets of <A>, <B>, <C> uppercase letter cards, one for each student
- Letter strip containing the first three letters of the alphabet

### DELIVERY OF INSTRUCTION:

**Grouping:** Student pairs with the teacher

1. Review the sequence of the first three letters of the alphabet. Have students touch the letters on the alphabet strip as they say each letter name.
2. Give the students the three <A>, <B>, <C> alphabet cards. Have them place each card in sequence on the letter strip as they say its letter name. Have them pick up each card in sequence as they repeat each letter's name.
3. Write sentences with alliteration that contain uppercase <A>, <B>, <C> letters. For example,  
 "Big <A>, capital <A>, some words start with <A>. Ann and Andy's ants and apples, which words start with capital <A>?"  
 "Big <B>, capital <B>, some words start with <B>. Bob and Bill's bat and ball, which words start with capital <B>?"

*"Big <C>, capital <C>, some words start with <C>. Cathy and Carl's canary and cat, which words start with capital <C>?"*

4. *Record each sentence on a card reader sentence strip.*
5. *Have the students play the sentence strips.*
6. *Have one of the students show where the <A>, <B>, or <C> is in the sentence; place the appropriate letter card on the sentence strip in its proper location; and say the name of the letter. The other student then does the same thing.*
7. *Have the second student repeat the process for the letters <B> and <C>. After saying the letter name, the students then repeat the sequence (<A>, <B> and <A>, <B>, <C>).*

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#### PROGRESS MONITORING:

*After the lesson, chart for each student the percentage correct of letter naming/ sequencing when the letters are shown on letter cards.*

*Periodically, have students name and sequence all 26 letters.*