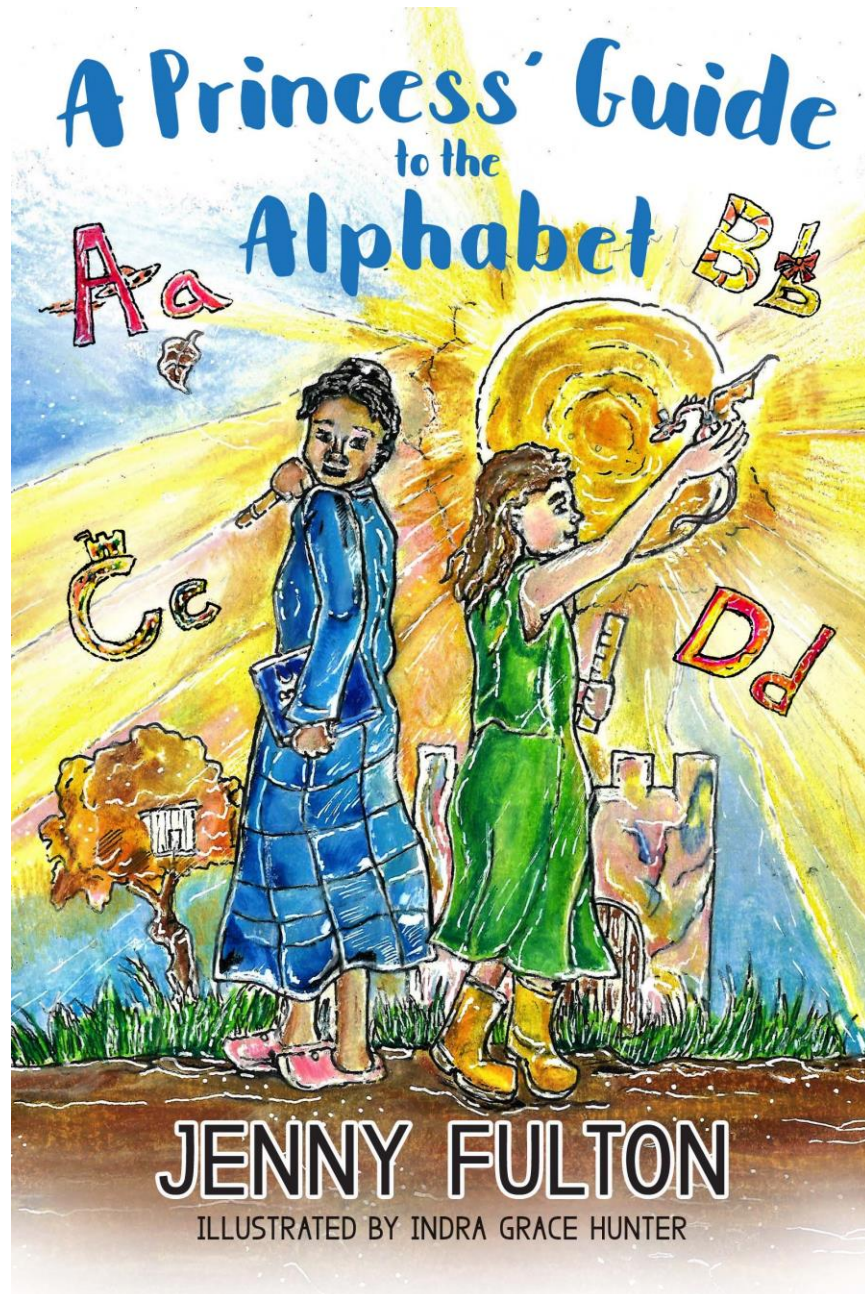


# A Princess' Guide to the Alphabet

## Lesson Plans



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## Letter Recognition

This lesson can be used for any letter of the alphabet. You can focus on one letter at a time for younger students or use it as a review/reinforcement for multiple letters.

Objective: The student will recognize and name letters of the alphabet.

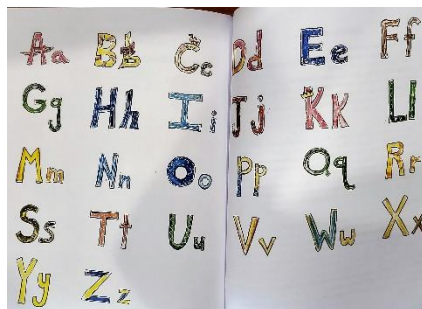
### Materials:

- *A Princess' Guide to the Alphabet*
- Paper
- Pencil, pen, crayons, markers
- pointer stick/wand (you can be as creative or basic with this as you want)

Introduction: Tell the student you're going on a letter-search. Write down the letter you will be looking for and tell the student its name. Have them repeat the name back to you.

### Activity:

1. Turn to the back of *A Princess' Guide to the Alphabet* where all the letters are.



- a. Have the student find the letter you are searching for and trace it with their finger.
- b. Ask them to name the letter. What else do they notice about it (its color, shape, the way it's decorated, etc.)?
- c. If you've talked about capital and lowercase letters, have the student identify which is which and guide them in identifying any similarities or differences between the two.

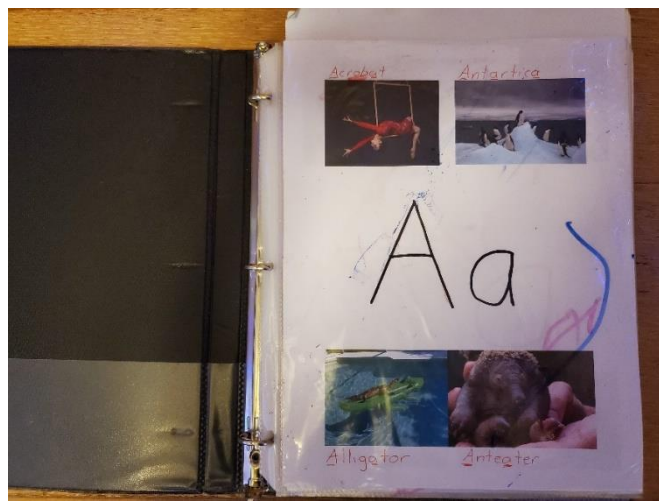
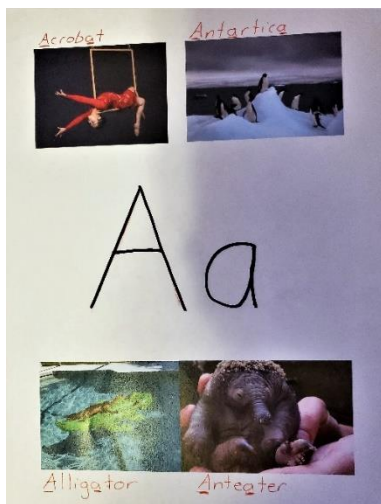
2. Turn to the corresponding letter page in the book.
  - a. Have the student find all the words that start with the designated letter. For extra fun, have them use a special pointer stick/wand. They can even tap the letter.
  - b. Have the student identify the capital and lowercase letters.
  - c. **Higher Level:** Have the student try to find the designated letter/s within the words as well as at the beginning of them.
  
3. Create your own bubble letter for the student to decorate or find printouts of letters. Use whatever crayons/markers/art supplies you have on hand.

Assessment:

1. Write or point to the designated letter again and ask the student to identify it.

Reinforcement:

1. Create a list of other words that start with the same letter/s.
  - a. **Cross-curricular connection:** Choose words from other subject areas and teach the student about them. For example, you can choose an animal (science), place (geography), profession (social studies).
  - b. Include pictures with the additional words and print them on a single sheet of paper. Put them in page protectors and allow the student to trace the letters with dry-erase markers (see pictures below).



## Basic Letter Sounds

This lesson can be used for any letter of the alphabet. You can focus on one letter and sound at a time, teach all the sounds for a letter, or use it as a review/reinforcement for multiple letters.

Objective: The student will identify the sound/s of a letter of the alphabet.

Materials:

- *A Princess' Guide to the Alphabet*
- Pointer stick/wand

Introduction: Write down the letter you will be focusing on and say its sound/s. Have the student repeat the sound/s back to you. Give an example of a word that begins with each sound (see Resource 1 below).

Activity:

1. Turn to the back of *A Princess' Guide to the Alphabet* where all the letters are.
  - a. Point to the letter you're focusing on and have the student identify its sound/s.
2. Turn to the corresponding letter page in the book.
  - a. Have the student find each word that starts with the designated letter. For extra fun, have them use a special pointer stick/wand. They can even slap the letter.
  - b. Read the word to the student, emphasizing the sound of the focus letter. Have the student identify the letter's sound.
  - c. Where applicable, have the student point to the picture that begins with the designated sound.
  - d. **Higher Level:** Have the student try to find the designated letter/s within the words as well as at the beginning of them and identify the sound of that letter within the word.



3. Make a list of words that begin with each sound of the letter. You can use words from the book and expand beyond it to include others you come up with.

Assessment:

1. Write or point to the designated letter again and ask the student to identify its sound/s.

Reinforcement:

1. Go on a scavenger hunt to find objects in your surroundings that start with the designated letter sound.
2. **Cross-curricular connection:** Choose words from other subject areas and teach the student about them. For example, you can choose an animal (science), place (geography), profession (social studies), culture (social studies). Include a picture to go with each word. (see Reinforcement activity in the Letter Recognition lesson)
  - a. \*If you did this activity with the Letter Recognition lesson, focus on the beginning sound of each word.

### Resource 1: Single Letter Phonograms

The letters and their sounds are also called phonograms. Here is a list of the 26 single-letter phonograms and their sounds.

Letter	Sound/s	Example/s
Aa	/a/, /ay/, /ah/, /uh/	apple, ape, all, another
Bb	/b/	baby
Cc	/k/, /s/	cat, city
Dd	/d/	dad
Ee	/eh/, /ee/	egg, be
Ff	/f/	fox
Gg	/g/, /j/	goat, giraffe
Hh	/h/	hat
Ii	/ih/, /l/, /ee/, /y/	it, ice, radio, onion
Jj	/j/	jog
Kk	/k/	kite
Ll	/l/	lamb
Mm	/m/	mom
Nn	/n/	net
Oo	/ah/, /oh/, /oo/	octopus, ocean, to
Pp	/p/	pot
Qq	/kw/	quick
Rr	/r/	rat
Ss	/s/, /z/	sit, as
Tt	/t/	top
Uu	/uh/, /you/, /oo/,	up, use, flute, put
Vv	/v/	van
Ww	/w/	wet
Xx	/ks/	as
Yy	/y/, /ih/, /l/, /ee/	yes, gym, by, baby
Zz	/z/	zebra

## Multi-Letter Phonograms

**Multi-letter phonograms** are multiple letters that combine to form a single sound.

This lesson can be used for any multi-letter phonogram. You can focus on one phonogram sound at a time, teach all the sounds for a phonogram, or use it as a review/reinforcement for multiple phonograms.

See **Resource 2** for a list of multi-letter phonograms, their sounds, and examples.

Objective: The student will identify the sound/s of a multi-letter phonogram and recognize the phonogram when it is used in a word.

Materials:

- *A Princess' Guide to the Alphabet*
- Dry erase board and dry erase marker or paper and markers
- Pencil, pen, crayons, markers
- Notecards

Introduction: Explain/review what a multi-letter phonogram is. Write down the phonogram/s of focus. Say the sound and have the student repeat the sound/s back to you.

Activity:

1. Create a word around the phonogram by adding letters to it (ai, tail).
2. Create a word list with that phonogram, have the student underline the phonogram in each word, and identify the phonogram's sound.
  - a. Where age/level appropriate, have the student read each word.
3. Go on a phonogram hunt through *A Princess' Guide to the Alphabet* to find (if applicable) the designated phonogram/s. Use **Resource 3** to help. Turn to the designated page/s and have the student try to find the phonogram on that page. Add the word/s to the phonogram list and have them underline the phonogram.



Assessment: Write the phonogram on a notecard and have the student identify the sound. Keep these cards to review.

Reinforcement: Write, or have the student write a sentence using as many of the words from the phonogram list as possible. Have the student illustrate the sentence.

- \*Note: See how silly you can make the sentence.
- Example using 'ar': The awkward wizards are quarreling with leopard monarchs.

**Resource 2: Multi-Letter Phonograms**

<b>Phonogram</b>	<b>Sound/s</b>	<b>Example/s</b>
ai	/ay/	tail
ar	/ar/	car
au	/ah/	author
augh	/ah/, /af/	taught, laugh
aw	/ah/	saw
ay	/ay/	say
ch	/ch/, /k/, /sh/	child, school, chef
ci	/sh/	social
ck	/k/	rock
dge	/j/	edge
ea	/ee/, /eh/, /ay/	eat, bread, break
ear	/er/	early
ed	/ed/, /d/, /t/	traded, played, baked
ee	/ee/	feed
ei	/ay/, /ee/, /ih/, /l/	their, weird, foreign, feisty
eigh	/ay/, /l/	eight, height
er	/er/	her
es	/ez/, z	bushes, flies
ew	/oo/, /you/	flew, few
ey	/ay/, /ee/	they, key
gn	/n/	gnat
ie	/ee/, /l/	field, tie
igh	/l/	high
ir	/er/	bird
kn	/n/	knock
ng	/ng/	sing
nk	/nk/	sink
oa	/oh/	boat
oe	/oh/, /oo/	toe, shoe
oi	/oy/	coin
oo	/oo/, /ü/, /oh/	food, book, floor
or	/or/	for
ou	/ow/, /oh/, /oo/, /uh/, /ü/	mouse, soul, soup, touch, could
ough	/oh/, /oo/, /uff/, /off/, /ah/, /ow/	though, through, rough, cough, bought, bough
ow	/ow/	cow
oy	/oy/	toy
ph	/f/	phone

qu	/kw/	queen
sh	/sh/	she
si	/sh/, /zh/	session, division
tch	/ch/	catch
ti	/sh/	motion
th	/th/, /TH/	thin, this
ui	/oo/	fruit
ur	/er/	hurt
wh	/wh/	white
wor	/er/	work
wr	/r/	write

**Resource 3: Multi-Letter Phonograms in *A Princess' Guide to the Alphabet***

This chart lists some of the words with multi-letter phonograms found in the book. Not every phonogram is in the book.

Phonogram	Letter Page	Words
ai	2, E, F, H, M, P, X	air, exclaimed, fairies, tail, mermaids, proclaimed, exclaimed
ar	1, A, C, L, M, Q, W, X	are, awkward, circular, leopard, monarchs, quarrelling, wizards, warned, Arthur
au	C, F	centaurs, faulty
augh	H	laughter
aw	A, O, Y	awkward, awesome, outlaws, yawned
ay	1, 2, Y	playtime, day, okay, today, may
ch	1, D, E, M, R	school, drenched, duchesses, drench, enchanted, monarchs, richly
ci		
ck	2, F, K, Q, T, W	picked, frolicked, knocked, quacked, quackers, ducks, tackled, wacked
dge		
ea	2, A, B, C, E, G, H, L, R, S, U, V, Z	teach, means, beamed, creatures, really, eager, lead, ears, leaving, leaping, realms, headband, unleashed, unbeatable, defeat, zealous
ear		
ed	1, 2, 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	adored, preferred, picked, shrugged, adopted, beamed, called, captured, declared, drenched, enchanted, exclaimed, embraced, fretted, frolicked, grinned, guided, howled, hobnobbed, insisted, invaded, joked, jabbed, called, kindhearted, kissed, knocked, lamented, lunged, murmured, noted, nabbed, observed, objected, proclaimed, preferred, quavered, quacked, rejoiced, romped, dressed, suggested, slipped, trembled, tackled, uttered, unleashed, volunteered, vanquished, warned, wacked, exclaimed, exasperated, yodeled, yawned, zoned
ee	E, M, O, S, V	feels, queen, disagree, sleeping, volunteered
ei	F	feisty
eigh		
er	1, 2, B, D, H, I, J, K, M, O, P, Q, S, T, U, X, Y	her, preferred, scepter, ruler, ballerina, water, laughter, person, another, jester, over, letters, mermaids, observed, dangerous, preferred, quavered, quackers, slender, slippers, mother,

		towers, underground, universe, uttered, exasperated, examiner, yodelers
es	1, C, D, E, F, H, I, K, P, V	princesses, castles, creatures, duchesses, elves fortresses, horses, isles, palaces, sometimes, pirates, voices
ew	J	jewels
ey		
gn		
ie	F	fairies
igh	W	fighting
ir	C, G	circular, girls
kn	1, K	known, knocked
ng	2, A, D, G, J, K, L, P, Q, S, T, V, W, X, Y	going, swung, wings, dancing, loving, jangling, long, kings, kingdom, leaving, leaping, something, quarrelling, sleeping, terrifying, Vikings, language, warring, waving, angry, young
nk	P, U	pink, think
oa		
oe		
oi	H, R, V	pointy, rejoiced, voices
oo	1, M, Y	school, Moon, Bigfoot
or	1, 2, A, C, F, L, N, O, U	adored, for, sword, alicorns, horse, fortresses, lords, forests, oppressors, unicorns
ou	2, A, C, H, K, L, M, N, O, T, V, X, Y, Z	you, announced, pour, hilarious, sound, famous, melodious, mountains, ominous, outlaws, dangerous, underground, various, found, about, youthful, young, zealous
ough	2, J	through, thought
ow	H, J, T, Y	howled, clowns, towers, snowman
oy	2, B, J	royal, boys, joyful
ph	2, N	alphabet, nymphs
qu	M, Q, V, X	queen, queenly, quests, quavered, quacked, quarrelling, quackers, vanquished, exquisite
sh	2, Q, S, U, V	shrugged, shake, Shima, unleashed, vanquished
si		
tch	Y	Sasquatch
ti		
th	1, A, D, J, K, P, S, U	that, the, with, them, they, this, something, mother, think
ui		
ur	C, M, Q, X	captured, creatures, murmured, purpose, Excalibur, Arthur

wh	J	what
wor	H	word
wr		

## Nouns

Objective: The student will define what a noun is and find the noun in a sentence.

Materials:

- *A Princess' Guide to the Alphabet*
- Pointer stick/wand
- Dry erase board and dry erase marker or paper and markers
- Paper, pencil, pen, crayons, markers

Introduction:

1. The instructor should create three categories (and optional 4<sup>th</sup> one) on the board or paper: People, Place, Thing (4<sup>th</sup> – Idea).
2. Tell the student the definition of a noun and have them repeat it: **A noun is a person, place, or thing.** In other words, with this basic definition, a noun is anything you can see or touch.
  - a. **\*Higher Level:** Include 'Idea' in the definition of a noun
3. Guide the student in coming up with a couple of words for each category. Include items from the room that you can see and touch.

Activity:

1. Turn to 'A' page in *A Princess' Guide to the Alphabet*.
2. Have the student use the pointer stick to touch the specific objects in the picture. Say the name of the picture and add it to the appropriate category.
3. Write the sentence the word was found in. For example, on the A page, if the student pointed to an acrobat, write the sentence, "A is for awkward aerial acrobats." Have the student underline their chosen noun—in this case, acrobats.
  - a. \*If the student points to something that isn't in a sentence, write your own sentence for the word.



- b. Repeat this exercise for as many pages as you want.
4. Point to a sentence on another page and read it out loud. Ask the student which word/s in the sentence are a person, place, or thing. Have the student point to each noun. Add the noun to the appropriate category. After each category addition, say the definition of a noun together.

Assessment:

1. Have the student recite the definition of a noun.
2. Write a couple of sentences with words from your categories. Have the student underline the noun/nouns in each sentence.

Reinforcement: Have the student choose a couple of words from your categories and come up with their own sentences. Have them illustrate their sentences and share them with others.

## Verbs

Objective: The student will define what a verb is and find the verb in a sentence.

Materials:

- *A Princess' Guide to the Alphabet*
- Pointer stick/wand
- Dry erase board and dry erase marker or paper and markers
- Paper, pencil, pen, crayons, markers

Introduction:

1. Create two categories: Is, Action. Write a sample sentence under each category.
  - a. Examples: The girl is smart. The boy jumped.
2. Tell the student the definition of a verb and have them repeat it: **A verb shows action or tells us what a noun is.**
3. Write 'am, is, are, was, were' under the 'Is' category, and guide the student in coming up with a couple of words for the 'Action' category. Act out the actions for the 'Action' category.

Activity:

1. Turn to 'A' page in *A Princess' Guide to the Alphabet*. Read the 1<sup>st</sup> sentence.
  - a. Point to the verbs (is and announced)
  - b. Discuss them ('is' tells us something about the letter 'A' and 'announced' means that Lillian said something)
2. Read the 2<sup>nd</sup> sentence.
  - a. Ask the student, "What did Zoe do?" (Zoe adopted.)
3. Add one (or more) of the verbs from that page to your category list.
4. Turn to another letter page. Read the Zoe sentence.
  - a. Have the student use the pointer stick to identify the verb.

- b. Act out the verb or the sentence.
  - c. Add the verb to the category list.
5. Repeat Step 4 as many times as you want, with whichever pages you want. After each category addition, say the definition of a verb together.

Assessment:

1. Have the student recite the definition of a verb.
2. Write a couple of sentences with words from your categories. Have the student underline the verb in each sentence.

Reinforcement: Have the student choose a couple of words from your categories and come up with their own sentences. Have them illustrate their sentences, share them with others, and act them out (where applicable and appropriate).

## Adjectives

Objective: The student will define what an adjective is and find the adjective in a sentence.

Materials:

- *A Princess' Guide to the Alphabet*
- Pointer stick/wand
- Dry erase board and dry erase marker or paper and markers
- Paper, pencil, pen, crayons, markers

Introduction:

1. Create three categories on a white board, paper, or notecards: What Kind, Which One, How many
2. Tell the student the definition of an adjective and have them repeat it: **An adjective describes a noun or pronoun. It tells us what kind, which one, or how many.**
3. Use people and objects around you to guide the student in coming up with a couple of words for each category. Repeat the definition together a few times.

Activity:

1. Turn to 'A' page in *A Princess' Guide to the Alphabet*. Read the 1<sup>st</sup> sentence.
  - a. Point to the noun 'acrobats.' Ask the student, "What kind of acrobats are they?" (awkward, aerial) Discuss the meaning of the adjectives.
2. Read the 2<sup>nd</sup> sentence. "What kind of alicorns are these?" (awesome, alien)
3. Add at least one of the adjectives from that page to your category list. Repeat the adjective definition.

4. Turn to another letter page and read the sentences.
  - a. Have the student use the pointer stick to identify the nouns. For each noun, ask, "What kind of ...?" Have the student point to the adjectives.
  - b. Choose adjectives to add to the category list.
  
5. Repeat Step 4 as many times as you want, with whichever pages you want. After each category addition, say the definition of an adjective together.

Assessment:

1. Have the student recite the definition of an adjective.
  
2. Write a couple of sentences with words from your categories. Have the student underline the adjective in each sentence.

Reinforcement: Have the student choose a couple of words from your categories and come up with their own sentences. Have them illustrate their sentences and share them with others.

## Adverbs

Objective: The student will define what an adverb is and find the adverb in a sentence.

Materials:

- *A Princess' Guide to the Alphabet*
- Pointer stick/wand
- Dry erase board and dry erase marker or paper and markers
- Paper, pencil, pen, crayons, markers
- Slips of paper to write verbs and adverbs on

Introduction:

1. Create three categories: How, When, Where
2. Tell the student the definition of an adverb and have them repeat it: **An adverb describes a verb, adjective, or another adverb. It tells us how, when, where.**
3. Write a few verbs on the board (jump, walk, write, etc.).
  - a. Discuss and act out multiple ways you could do each verb (happily jump, walk sadly, excitedly write, sit quietly, etc.).
  - b. Add some of the adverbs to the category list.
  - c. Note that most 'How' adverbs end in 'ly' and can come either before or after the verb.
4. Repeat the adverb definition together a few times.

Activity:

1. Turn to 'B' page in *A Princess' Guide to the Alphabet*. Read the Zoe sentence.
  - a. Have the student point to the verb, 'battled.'
  - b. On the board (or paper), write 'Zoe \_\_\_\_\_ battled'
  - c. Discuss how Zoe might battle. For extra fun, come up with unexpected descriptions like, 'Zoe kindly battled' or 'Zoe sleepily battled.'

- i. \*Note: Verbs and Adverbs can be used in three different patterns. You can discuss and play around with all of these or focus on one of them.
    1. Adverb Verb
    2. Verb Adverb
    3. Adverb Verb Adverb
  - d. Act out the phrases you come up with, noting how the meaning of the sentence changes with each adverb you use.
  - e. Add at least one of your adverbs to the category list.
2. Repeat as many times as you want, with whichever pages you want. After each category addition, say the definition of an adverb together.

Assessment:

1. Have the student recite the definition of an adverb.
2. Write a couple of sentences with words from your categories. Have the student underline the adverb in each sentence.

Reinforcement: Choose verbs and adverbs to write on slips of paper. Put the adverbs in one cup and verbs in another. Take turns randomly choosing a word from each cup. Act out the resulting verb-adverb scenario (walk loudly, jump quickly, etc).



## Subject/Predicate

Objective: The student will identify the subject and predicate in a sentence.

Materials:

- *A Princess' Guide to the Alphabet*
- Sentence strips
- Dry erase board and dry erase marker or paper and pen
- Paper, pencil, pen, crayons, markers

Prep Work: Write complete, simple sentences on the sentence strips. You can use some of the nouns and verbs from the book, mixing them and putting them together however you want.

Examples:

- The awesome alicorns flew in the sky.
- The beautiful ballerinas danced on the stage.
- The calm centaurs battled the bad guys.
- The diamond dragons drenched the silly princesses.

Cut the sentences apart between the noun and verb, thus separating the subject and predicate. You'll later do some mixing and matching with these sentences, but if you want to remember which goes with which and have a little more fun fitting them back together, cut them uniquely like puzzle pieces that can be quickly and easily matched.

Introduction:

1. Create two categories: Subject, Predicate
2. Tell the student the definition of a subject and predicate and have them repeat it:
  - a. **The subject is who or what the sentence is about.**
  - b. **The predicate tells us something about the subject.**
3. Place a few of the divided sentence strips under the corresponding categories.

- a. For each sentence ask,
  - i. "Who (or what) is the sentence about?"
  - ii. "What does the sentence tell us about the subject?"

Activity:

1. Turn to one of the letter pages in *A Princess' Guide to the Alphabet*. Read the Zoe sentence (the Lillian sentences are too complicated for this lesson).
  - a. Ask the following questions and have the student answer and/or point to the answer on the page.
    - i. "Who is the sentence about?" (Zoe)
    - ii. "What does the sentence tell us about Zoe?"
2. Get out the sentence strips.
  - a. Mix them up and instruct the student to either find a subject or predicate. For extra fun, mix and match the subject and predicate to create such sentences as, "The calm centaurs flew in the sky.
  - b. For each sentence, have the student identify which part is the subject and which is the predicate.
  - c. Ask, "How do you know it's the subject?" (because it tells what the sentence is about) "How do you know it's the predicate?" (because it tells us about the subject/tells us what the subject does)

Assessment: Write a couple of simple sentences on the board or paper (similar in format to the ones you wrote on the sentence strips). Have the student make a line between the subject and the predicate.

Reinforcement: Use the sentence strips or guide the student in writing and illustrating their own sentences with a subject and predicate.

## Grammar Review

Objective: The student will identify nouns, verbs, adjectives, and adverbs in a sentence and will create sentences using those four parts of speech.

Materials:

- *A Princess' Guide to the Alphabet*
- Small pieces of paper to write words on (post-it notes, notecards, cut construction paper, etc.)
- Dry erase board and dry erase marker or paper and pen
- Paper, pencil, pen, crayons, markers
- Pointer stick/wand

Prep Work: Write one word on each piece of paper. Color code these with either paper color or word color for nouns, verbs, adjectives, and adverbs. You can use some of the nouns, verbs, and adjectives from *A Princess' Guide to the Alphabet*. Write A, An, The on separate papers so the student can create complete sentences. Later on, the student will put these words together to make a full sentence in the pattern of Article Adjective (A, An, The), Adjective, Noun, Verb, Adverb.

Examples:

- The feisty fairies lunged quickly.
- A graceful mermaid swam deeply.

Introduction:

1. Review the definitions for nouns, verbs, adjectives, and adverbs
  - a. A **noun** is a person, place, or thing.
  - b. A **verb** shows action or tells us what a noun is.
  - c. An **adjective** describes a noun or pronoun. It tells us what kind, which one, or how many.
  - d. An **adverb** describes a verb, adjective, or another adverb. It tells us how, when, where.
  - e. The **subject** is who or what the sentence is about.
  - f. The **predicate** tells us something about the subject.

Activity:

1. Turn to one of the letter pages in *A Princess' Guide to the Alphabet*. Read the Zoe sentence.
  - a. Ask the student to point to the noun, verb, adjective, subject, and predicate. Ask: "Is there an adverb in this sentence?" (No.)
  - b. Repeat this with other pages as needed.
2. Turn to another letter page.
  - a. Point to a word in the Zoe sentence and ask the student if it is a noun, verb, or adjective.
3. Write your own simple sentence on the board following the pattern:  
Article Adjective, Adjective, Noun, Verb, Adverb
  - a. Have the student label each word with the following abbreviations:
    - i. Noun: N
    - ii. Verb: V
    - iii. Adjective: Adj
    - iv. Adverb: Adv
    - v. Article Adjective: A
4. Get out the small pieces of paper with words.
  - a. Demonstrate how to pick words from each part of speech to put together a sentence that follows the pattern: A, Adj, N, V, Adv
  - b. Have the student separate the paper to show the subject and predicate.
  - c. \*Optional: Have the student write down the sentence.
  - d. Repeat as needed.

Assessment:

1. Write a couple of simple sentences and have the student label the noun, verb, adjective, and adverb, and divide the subject from the predicate.
2. Have the student write their own sentence/s following the pattern: A, Adj, N, V, Adv.

Reinforcement: Have the student illustrate or act out one of the sentences they created either on paper or with the small pieces of paper.

## Vocabulary

Objective: The students will define and use a new word in a sentence.

Materials:

- *A Princess' Guide to the Alphabet*
- Vocabulary Notebook
- Paper, pencil, pen, crayons, markers

Introduction:

1. Choose or have a student choose a word from this book they don't know.
2. Write the word in a vocabulary notebook.
3. Ask the student to tell you what they think the word means.

Activity:

1. Turn to the page in *A Princess' Guide to the Alphabet* where the new word is found.
  - a. Read the sentence the new word is in and look at the picture. Based on the sentence and illustration, ask the student to make a guess about what they think the word means.
2. Use a dictionary (online or physical copy) to find the word's definition. How close was the student's guess to the actual definition?
3. Write the definition under the word in the Vocabulary Notebook.
  - a. \*If the word's definition is found in the book, they can use that definition as well.
4. Guide the student in coming up with a synonym and antonym for the word and write those in the Vocabulary Notebook.
  - a. \*If a synonym is found in the book, they can use that word.
5. In the notebook, have the student draw a picture of the new word.

Assessment: Have the student write two sentences with the new word and tell you what it means.

Reinforcement: Include the new word with others in a game of charades.

## Alliteration

Objective: The student will identify instances of alliteration and write their own alliterative sentence.

Materials:

- *A Princess' Guide to the Alphabet*
- Pointer stick/wand
- Dry erase board and dry erase marker or paper and pen
- Paper, pencil, pen, crayons, markers

Introduction: Give several examples of alliteration (also called Tongue Twisters). Some examples are included here.

- She sells seashells by the seashore.
- A big black bug bit a big black bear, and the big black bear bled blood.
- A tutor who tooted the flute tried to tutor two tooters to toot. Said the two to the tutor, "Is it harder to toot or to tutor two tooters to toot?"
- Peter Piper picked a peck of pickled peppers. A peck of pickled peppers, Peter Piper picked. If Peter Piper picked a peck of pickled peppers, how many pickled peppers did Peter Piper pick?

Activity:

1. Tell the student the definition of alliteration. **Alliteration is when several words in a sentence start with the same letter or sound.**
  - a. Tell the student, "Extreme uses of this, like the examples I gave, are sometimes called Tongue Twisters. But most alliteration isn't that complicated or silly.
2. Turn to a letter page in *A Princess' Guide to the Alphabet*. Read the first sentence.
  - a. Ask the student what letter most of the words start with. Have them point to each word that starts with that letter. How many are there?
  - b. Do those words also start with the same sound?
  - c. Does that sentence use alliteration?
3. Repeat as often as desired with other pages.



4. Have the student choose a letter to work with. Work with them to list a bunch of words that start with that letter. Work together to create your own alliteration sentence.

Assessment: Have the student write their own alliterative sentence.

Reinforcement:

1. Have the student illustrate their sentence and share the sentence and picture with a friend.
2. Have them try to say the sentence as fast as they can.
3. Practice the tongue twisters at the beginning and see who can say them the fastest.

## Characters

Objective: The student will describe similarities and differences between two characters.

Materials:

- *A Princess' Guide to the Alphabet*
- Dry erase board and dry erase marker or paper and pen
- Paper, pencil, crayons, markers

Introduction:

1. Create two categories on the board: Physical Traits and Character Traits
2. Talk about all the things you and the student know about each other. Create a list of the types of things you know under the appropriate category (eye color, hair color, age, likes/dislikes, preferences, etc.)
3. Define **Physical Traits** as: anything you can see about a person
4. Define **Character Traits** as: a person's personality, what they like, how they think, and how they act
5. Create a Venn Diagram to compare and contrast yourself and the student

Activity:

1. Read or review *A Princess' Guide to the Alphabet*.
2. Create lists of Princess Lillian's physical and character traits.
  - a. **\*Extra Interactive** way to teach this: Trace the student's body on paper to make a life-size cut out examples of Princess Lillian and Zoe, then create the lists from the discussion by writing the traits on the body. For example: 'What does she think about' would be written on her head (mind).
  - b. Questions to guide the discussion:

- i. What does Lillian look like?
  - ii. How does she act and speak?
  - iii. What things does she like and what does she think about?
  - iv. How does she feel throughout the book?
3. Follow the same process for Warrior Princess Zoe.
4. Look at the lists and discuss how the two princesses are the same and different.
5. Use items from the lists to create a Venn Diagram that shows their similarities and differences.

Assessment: Have the student create their own characters. They can draw pictures of them, list their physical and character traits, create a Venn Diagram, and/or tell someone how the characters are the same and different.

Reinforcement: Help the student write a short story that includes the two characters. This can be a short, freewriting project or you can expand it into a larger project with brainstorming, drafting, revising, editing, and final draft.

## Dialogue

Objective: The student will use correct punctuation to write a dialogue between two characters.

Materials:

- *A Princess' Guide to the Alphabet*
- Pointer stick/wand
- Dry erase board and dry erase marker or paper and pen
- Paper, pencil

Introduction:

1. Use your name and the student's name to write a few lines of dialogue and read them aloud to the student.
  - a. Example:
    - i. "Good morning, Mrs. Fulton," said Chloe.
    - ii. "Hello, Chloe. How are you doing today?" Mrs. Fulton asked.
2. Introduce what **dialogue** is: When characters talk to each other.

Activity:

1. Turn to one of the letter pages in *A Princess' Guide to the Alphabet*. Read Lillian's sentence. Guide the student in making observations about the sentence structure and punctuation.
2. Describe each part of the dialogue punctuation and have the student point to an example of each one in the book.
  - a. When someone speaks, we put quotation marks around the words they say.
  - b. A **dialogue tag** is a phrase that tells us who is speaking. It may include words like said, exclaimed, announced, or whispered.
    - i. Every dialogue tag in *A Princess' Guide to the Alphabet* is different.
  - c. We put a comma between the spoken words and the dialogue tag.
  - d. The dialogue tag can come before or after the spoken words.

- i. Lillian said, "Hi."
    - ii. "Hi," said Lillian.
  - e. The speaker's name can be placed before or after the verb that states they are saying something.
    - i. "Hello," said Lillian.
    - ii. "Hello," Lillian said.
  - f. A new paragraph is created each time a different person speaks.
3. Turn to another page, read the dialogue, and have the student point to each part of it (quotation marks, dialogue tag, commas, and periods).
4. On paper or the board, work together to create your own dialogue either between yourself and the student or between Lillian and Zoe. Leave off all punctuation and guide the student in adding quotation marks, commas, and periods.

Assessment: Have the student write a new dialogue between Lillian and Zoe, between you and someone in your family, or between two new characters of their own.

Reinforcement: Act out the new dialogues.

## Alphabet Book Project

Objective: The student will create their own alphabet book.

Materials:

- *A Princess' Guide to the Alphabet*
- Dry erase board and dry erase marker or paper and pen
- Paper, pencil, crayons, markers

Introduction:

1. Read or review *A Princess' Guide to the Alphabet*. Tell the student they will be creating their own alphabet book.

Activity:

1. On the board or paper, brainstorm a theme for the book (animals, places, food, careers, etc.)
2. Choose a theme for the book.
3. Write the letter of the alphabet on a piece of paper and come up with a word for each letter.
4. Decide what to write on each page.
  - a. This can be as basic as "A is for anteater."
  - b. More complex: "A is for amazing anteaters."
  - c. Even more complex: "An amazing anteater ate ants."

Assessment: Have the student create the final draft in book form, including illustrations.

Reinforcement: Read, share, and celebrate the student's hard work with others!

\*P.S. I'd love to see pictures of these! You can email me photos of the finished book at [jennyannlitfin@gmail.com](mailto:jennyannlitfin@gmail.com).

## Cross-Cultural Connection

Objective: The student will research and present information about a princess from another culture.

Materials:

- *A Princess' Guide to the Alphabet*
- Research resources (internet, books)
- Paper, pencil, crayons, markers

Introduction:

1. Ask the student: What do you usually think of when you think about princesses? What do princesses look like?
2. List examples of princesses they've heard of.

Activity:

1. Read or review *A Princess' Guide to the Alphabet*.
2. **Cultural Info:** Lillian and Zoe are half-Navajo. Lillian is dressed as a Navajo princess. In the Navajo Nation, there are Navajo Princess pageants. The contestants dress in beautiful versions of the traditional Navajo attire and are judged on their ability to speak Navajo and English and to perform both traditional and modern skills/talents. It is said to be a contest that focuses on both inner and outer beauty.
3. How are Lillian's princess clothes different from other princess dresses you've seen?
4. Look up princesses from other cultures and countries. What do you notice about them? How are they the same and different?



Assessment: Have the student draw a picture or create a poster of a princess from another culture.

Reinforcement: Find and read books about princesses around the world.