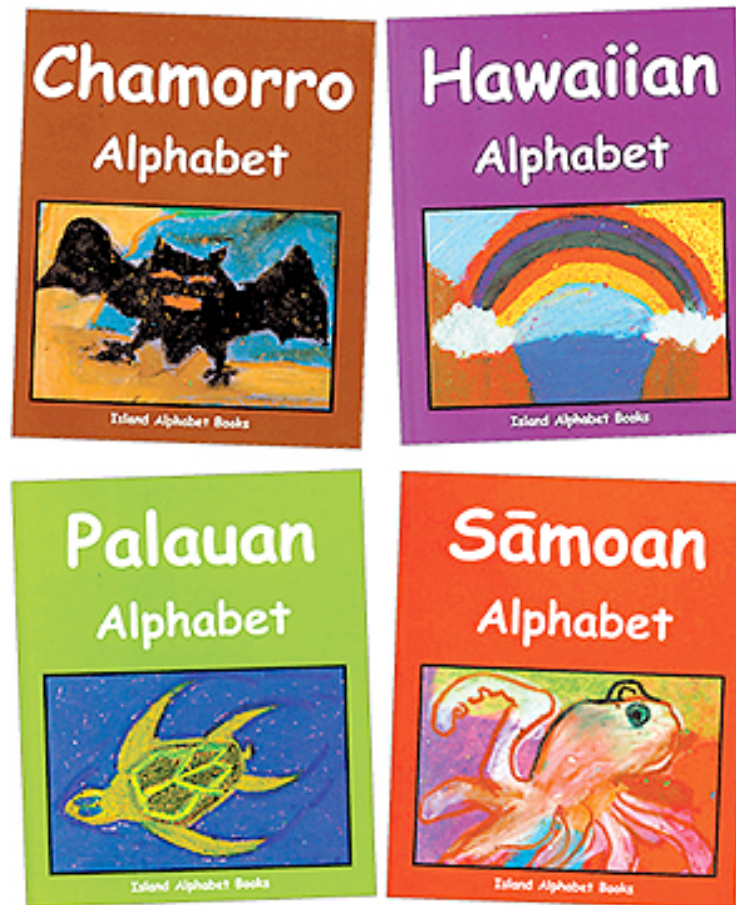


## Suggested Activities for Using the Island Alphabet Books and Beyond



The Island Alphabet Books, published by PREL, are a series of bright, colorful readers that include exciting images created by Pacific children for Pacific children. Their size is made to fit perfectly into children's hands, and their images illustrate objects from a Pacific child's world.

### Activities That Support the Effective Use of the Island Alphabet Books for Instructional Purposes

These activities suggest ways to practice using letter names, recognizing the form of each letter, and developing letter-sound relationships. Not all the possible combinations of sounds are represented. You will need to offer other examples that fit your local language to ensure all letter-sound relationships are taught.

#### To simply enjoy the books:

- ◆ Just have a look at all the pictures.
- ◆ Choral read the book with students (e.g., read the book out loud together while you point to each picture and letter).
- ◆ Have students read independently or with a partner.
- ◆ Cover the word and predict what the word is from the image.

#### To introduce an alphabet book or set a purpose:

- ◆ State the purpose. For example, say, “Today we are going to read the alphabet book together. I will read the letter names and you can help me read the pictures.”



*There are many ways to use the books. Be sure your students understand how they will be using them.*

#### To link letter-sound relationships:

- ◆ During a literacy activity, the teacher turns to the page with the letter C, points to the letter C, and says, “This is the letter C. It makes the /k/ sound like in *canoe*, *cloud*, and *coconut*. Can you think of other words that make the /k/ sound? I’ll write them on the chalkboard. Now, when you put a C and an H together, like in the word *chair*, you hear a new sound. It makes a /ch/ sound. Can you think of other words that make the /ch/ sound? I’ll write them on the chalkboard.”

## P-CHILD

- ◆ Focusing on a specific letter and the varying sounds it makes, the teacher might say, “Today we are going to look at the C page. There are many words that start with the letter C. Let’s look at some examples in this book and listen carefully to their beginning sounds: *canoe*, *chair*, and *crab*.”

**Note:** *In English, some letters like the C may have more sounds than are represented in the book, such as city. You will need to include other activities to supplement learning sounds.*

- ◆ Read out loud all the words that start with a specific letter. The teacher might say, “Let’s list all the words that start with *U* on the page. Can you think of others? Now let’s think of words in English that start with *U*.”
- ◆ Choose a word. Clap out the syllables of the chosen picture.

Ba-na-na = clap-clap-clap

Chick-en = clap-clap

As a variation, ask students to stomp sounds with their feet.



*Remember, saying the name of the image and having the children point to it is as important as pointing to the image and having them say the word.*

*... beyond the letter level*

### **To help with word recognition and vocabulary:**

- ◆ Copy the images on a color copier, and cut them out to make word cards. Write the words on the back of the images. Children love to shuffle the images and create picture piles categorized by a letter.
- ◆ Have the children blindly choose three or four picture cards and make up a sentence using those words.
- ◆ Tape the word cards to the chalkboard. Divide students into two teams. When the teacher holds up a picture card, one student from each team is asked to run to the chalkboard and grab the correct word card off the chalkboard. The teacher can reverse this activity by taping the picture cards to the chalkboard and holding up a word card.



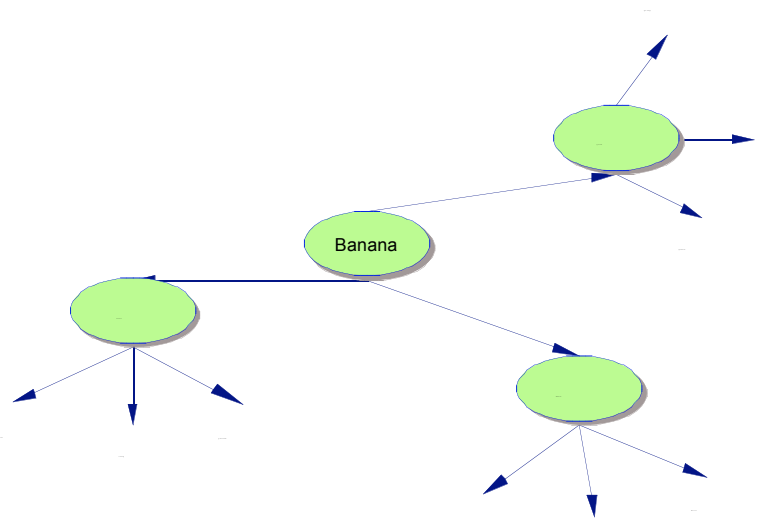
## P-CHILD

- ◆ Holding a word card (or page from the book), ask the children to find shapes and/or colors in the images. You might say, “Are there any triangles in these pictures? Circles? Can you find something orange?” Or reverse this, and say, “Do you see a papaya? What color is it?”
- ◆ Have the children select a category (e.g., fruits or animals). Ask them to find six word cards that fit into that category.

... beyond the letter and word level

### To connect language and experiences:

- ◆ Turn to a page with a letter and set of images. Ask students to categorize them. The teacher might say, “Name all the things that you can eat.” “Name all the things that have yellow in them.” The teacher writes the new words on the board.
- ◆ Choose an image that the students really like. Ask them to list all the things they know about it. The teacher might prompt by asking, “What do you know about bananas?” The teacher creates a word web on the chalkboard using general categories. Students can form sentences from these webs, using the word “banana” in context.



## P-CHILD

- ◆ Select a picture from the book. Ask students for the word, first in their first language and then in English. Look up the word in the *English book*. This will allow the students to use the books like a dictionary.
- ◆ Have students pick their favorite picture in the book. Add a verb, and then repeat the word. Then add an adjective, and repeat the word. Continue to create a rhythmic poem.

Canoe, gliding

Canoe, glistening

Canoe, pushing

Canoe, water

A Canoe is gliding through the glistening water.

- ◆ Ask the students to “read” the images in the book. Which image is their favorite? Why? What do they love about it? Have students make their own large image of the object. Use these as enlarged picture cards.

An exciting part of reading is to teach students the letters of the alphabet and their relationship to sounds and eventually words, and then making those words come alive in sentences and stories. Have fun using these ideas and creating your own!

