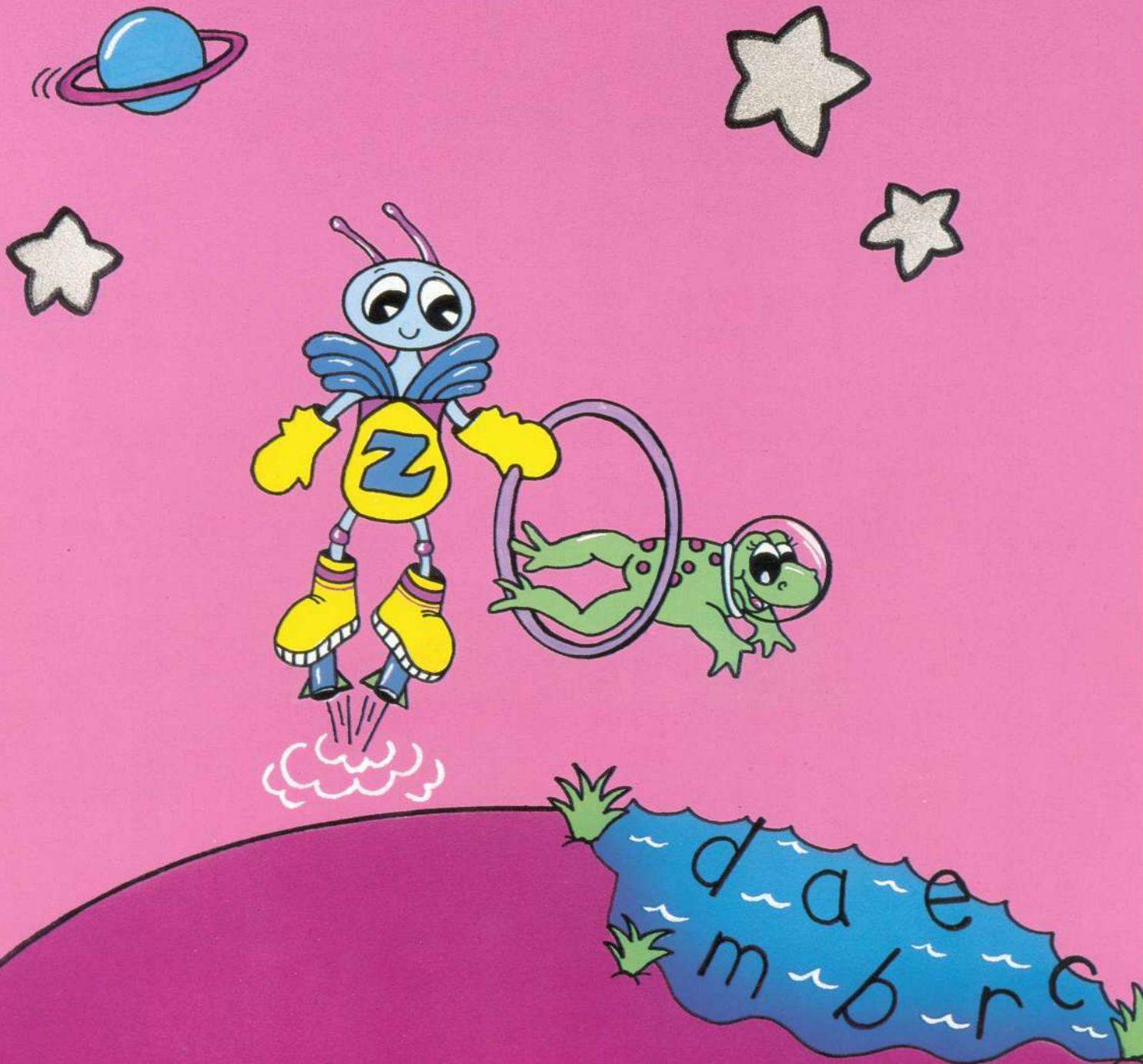


# LEAP INTO LOWER-CASE LETTERS

Level Pre-K/Kindergarten



**ZIM'S WORLD OF READING**



## NOTES

Each page of this book features a different lower-case letter. One solid and several dashed versions of this letter appear in and around an illustration of something that begins with the sound of the letter. Children should be asked to identify the solid bold letter on each page and to point out that same letter at the beginning of the word at the top right. Read the word to the children or ask the children to look at the pictures and tell you what they think the word might be.

Be sure to call attention to the arrows and numbers that surround each of the featured letters. Explain that the arrows show which way to move the pencil to form the letter. The numbers show where to begin and in what order to make straight or curved lines. Make a connection between the arrows on the letters and the arrows that children may have seen on signs or game boards. Children should trace the solid letter, then trace all the large dashed letters as many times as they would like. When they are ready, the children can trace the smaller dashed letters at the bottom of the page and form additional letters on their own.

You may want to help children develop their oral language skills by encouraging them to talk about the illustration on a particular page. The children may enjoy telling about what they think ZIM is doing. You might suggest that they try to imagine how ZIM, a creature from a different planet, might be feeling or what he might be thinking as he blows bubbles for the first time on page 2. You may want to ask the children what they think ZIM found behind the gate on page 7 or where they think ZIM will be wearing that incredibly large hat on page 8. The children's ideas might be expanded or combined to create individual or group stories that incorporate personal experiences.

One last note — the words and illustrations featured in this book on the **a**, **e**, **i**, **o**, and **u** pages highlight initial short vowel sounds. In **REACH OUT FOR UPPER-CASE LETTERS**, initial long vowel sounds are featured. You may choose to use **LEAP INTO LOWER-CASE LETTERS** in conjunction with **REACH OUT FOR UPPER-CASE LETTERS** to help children associate each lower-case letter with its upper-case counterpart or to introduce, formally or informally, the different vowel sounds.

Look for more titles from **ZIM'S WORLD OF READING**.

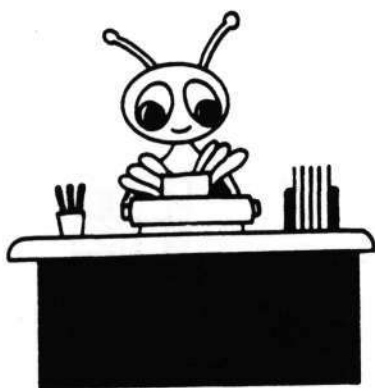
# LEAP INTO LOWER-CASE LETTERS



**Pre-K/Kindergarten**



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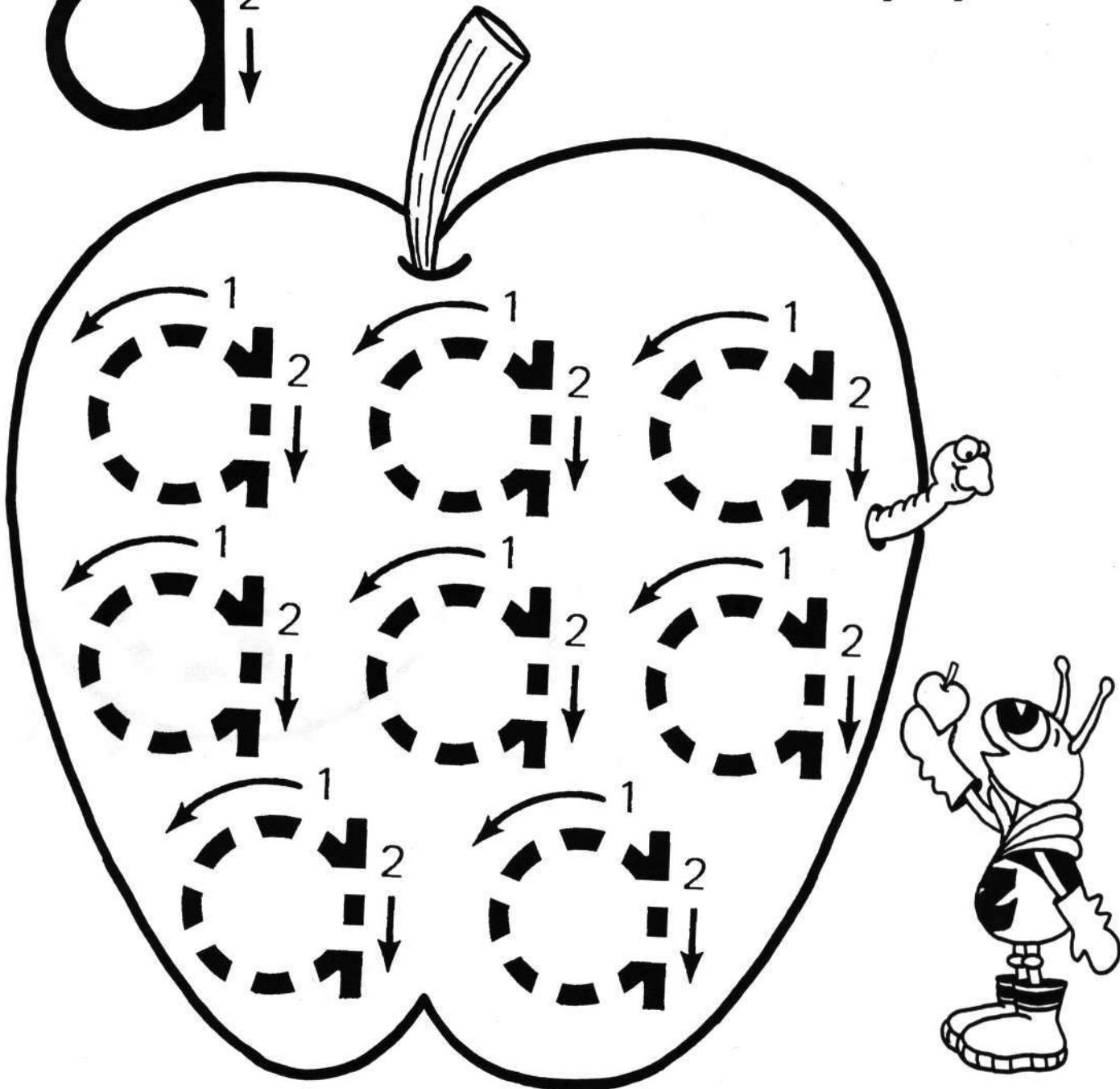
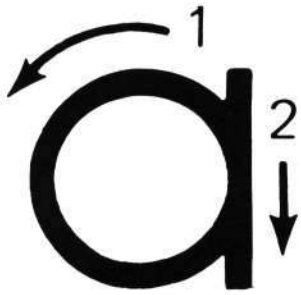
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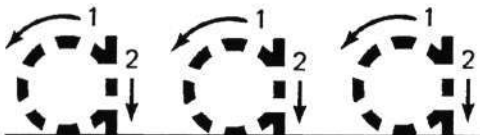
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apple



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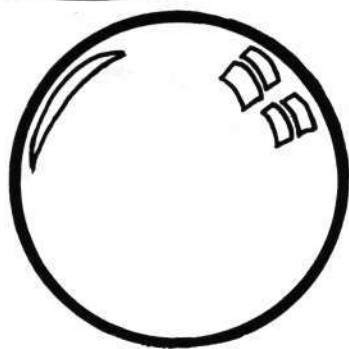
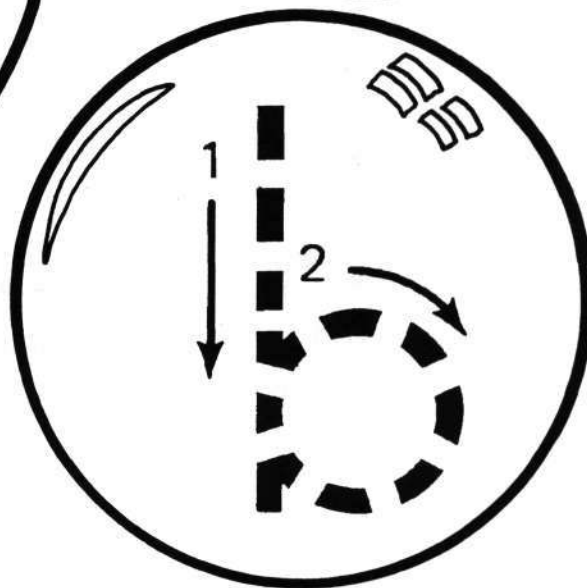
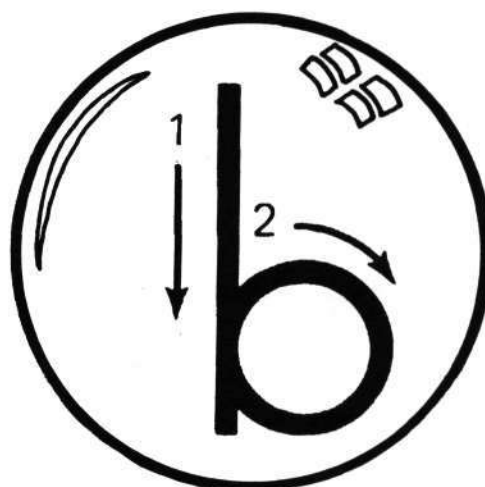
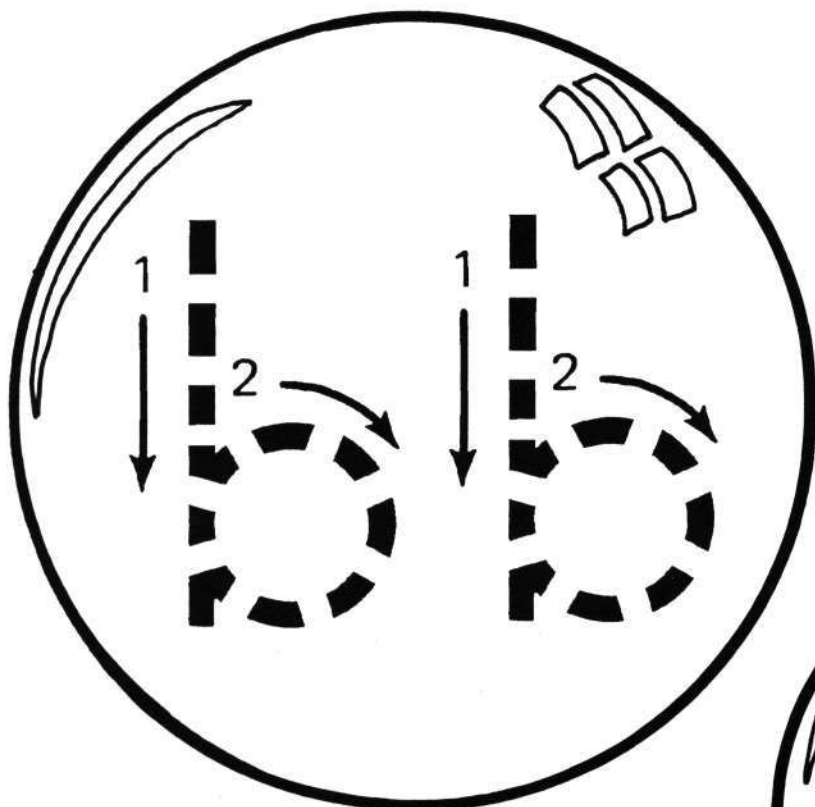
Skills: Identifying, tracing, and forming lower-case **a**

Optional Skills: Letter-Sound Correspondence - initial short /a/ as in **apple**

Oral Language Development - discussing and/or telling a story about the picture;  
using the word **apple** in a sentence or a story

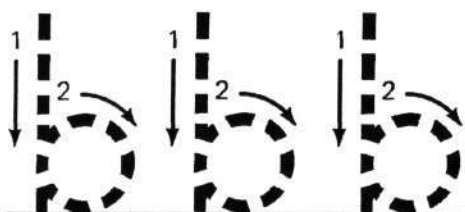
# Lower-Case b

Name \_\_\_\_\_



bubbles

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Skills: Identifying, tracing, and forming lower-case **b**

Optional Skills: Letter-Sound Correspondence - initial and medial /b/ as in **bubbles**

Oral Language Development - discussing and/or telling a story about the picture;  
using the word **bubbles** in a sentence or a story