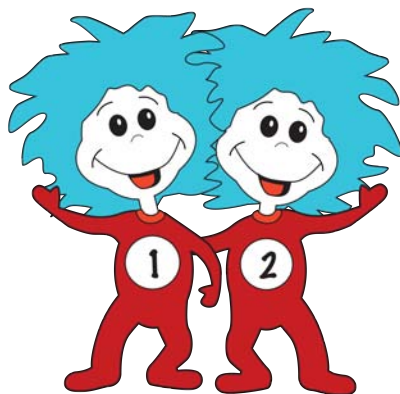


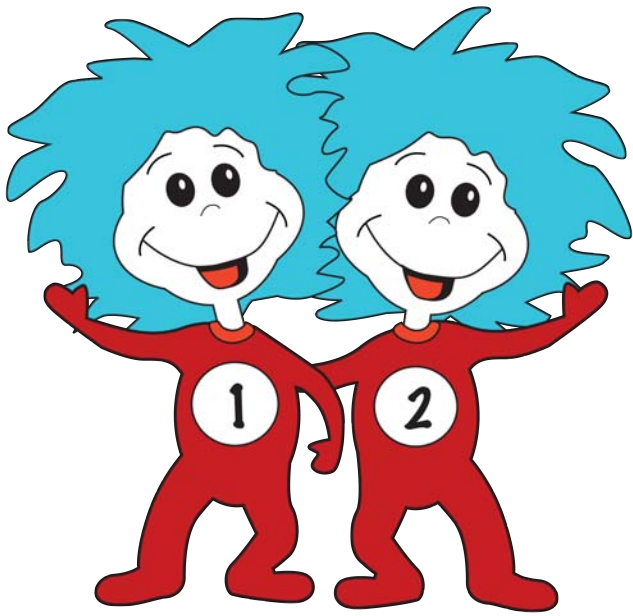
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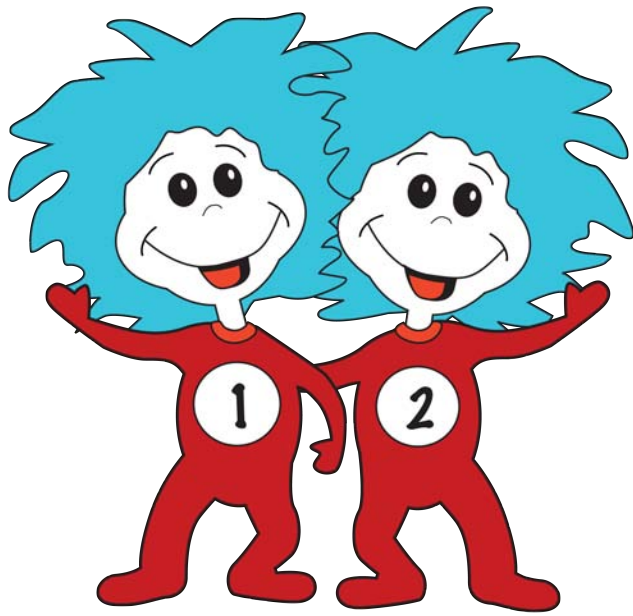
Bb



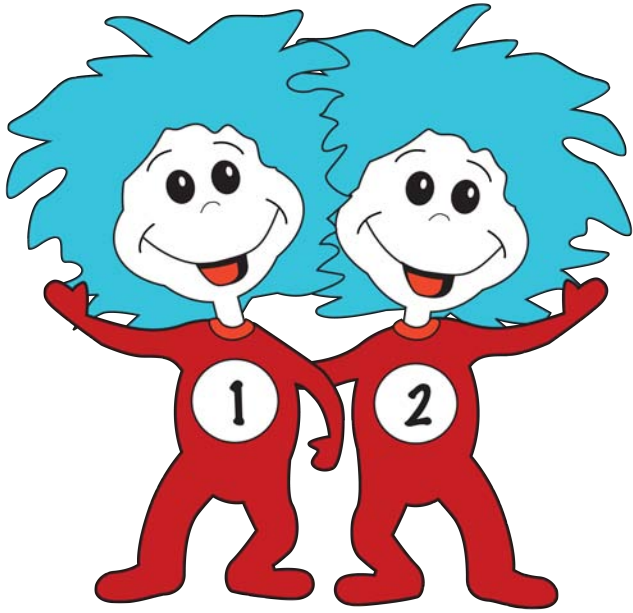
Seuss Alphabet Cards & Games



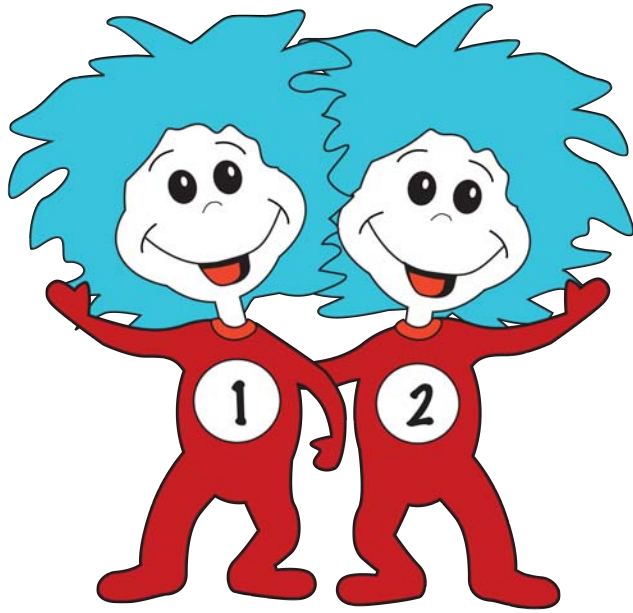
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Bb



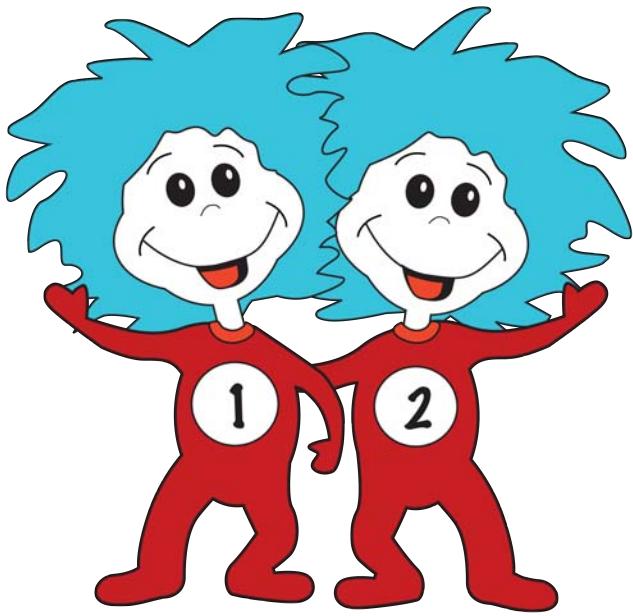
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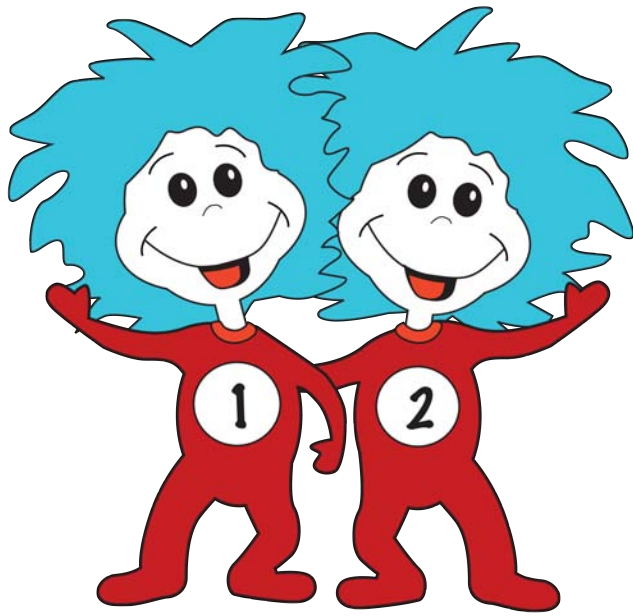
Dd

Print; laminate and trim.
Use for borders, puzzles, games etc.
TeachWithMe.com

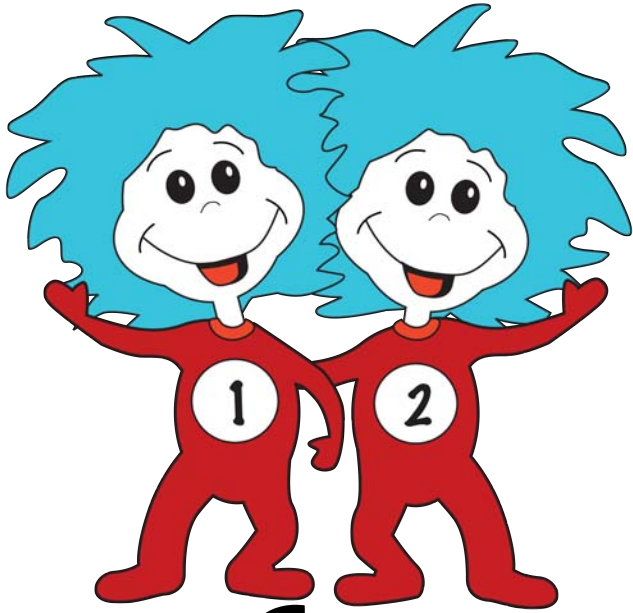
Graphics by: myclipartstore.com



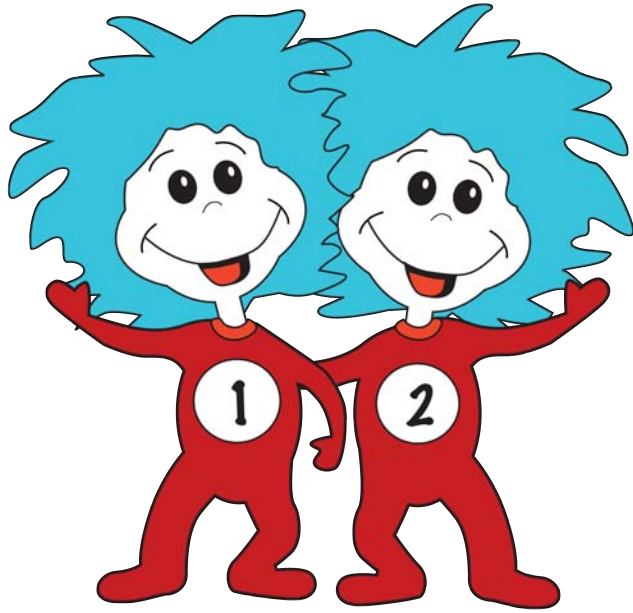
Ee



Ff



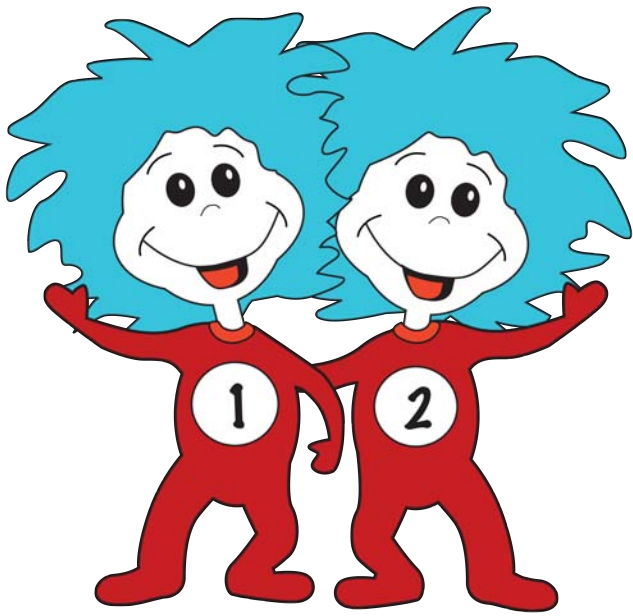
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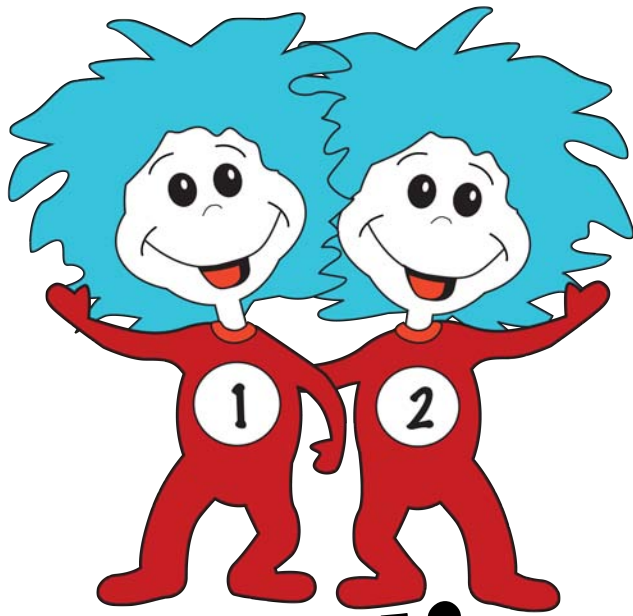
Hh

Print; laminate and trim.
Use for borders, puzzles, games etc.
TeachWithMe.com

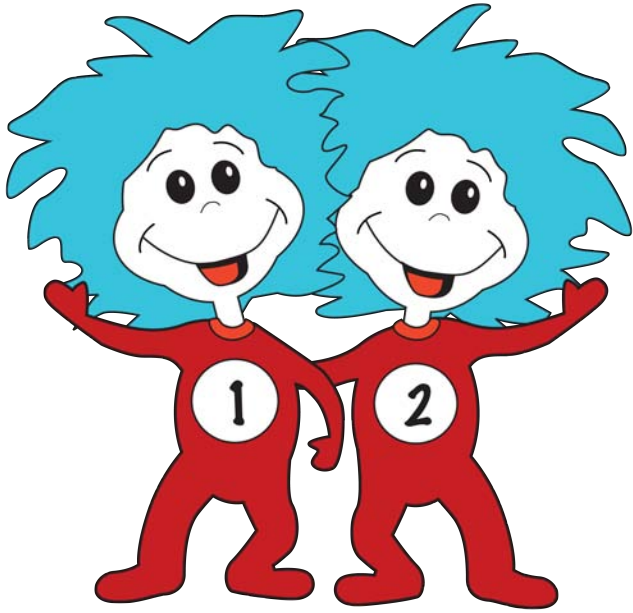
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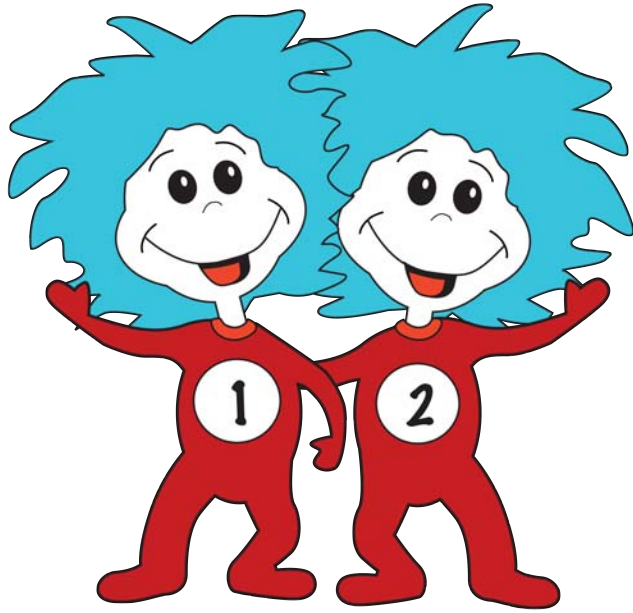
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Jj



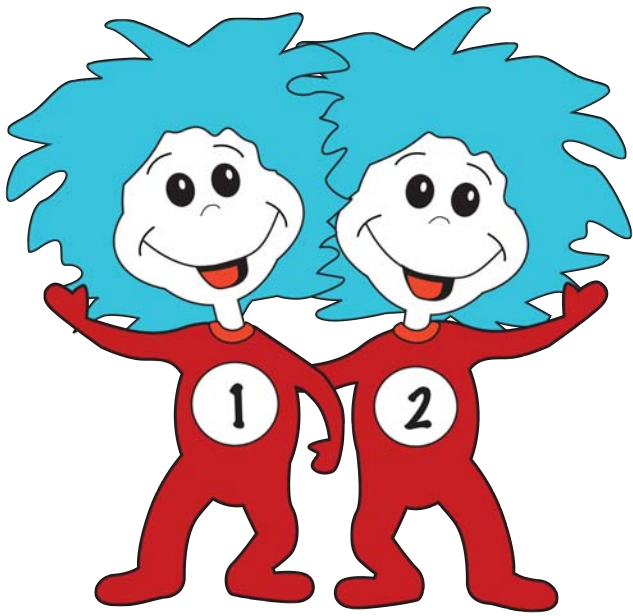
Kk



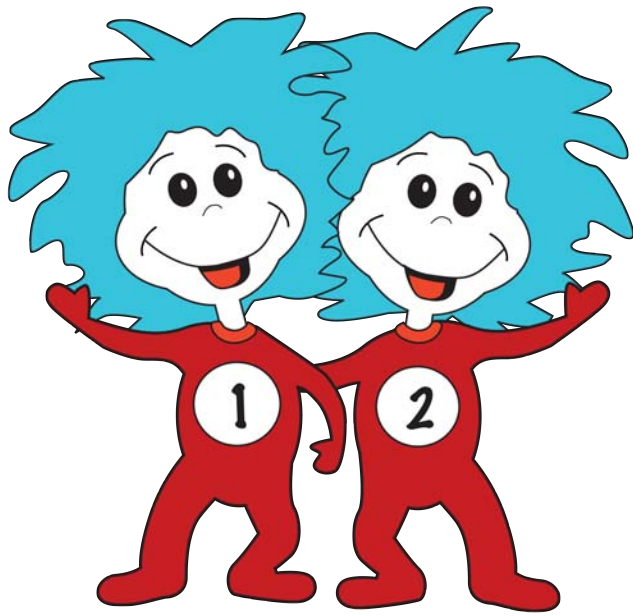
Ll

Print; laminate and trim.
Use for borders, puzzles, games etc.
TeachWithMe.com

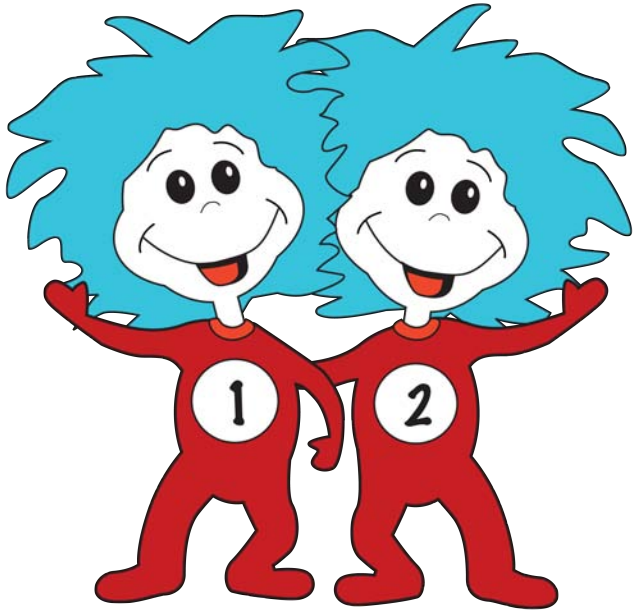
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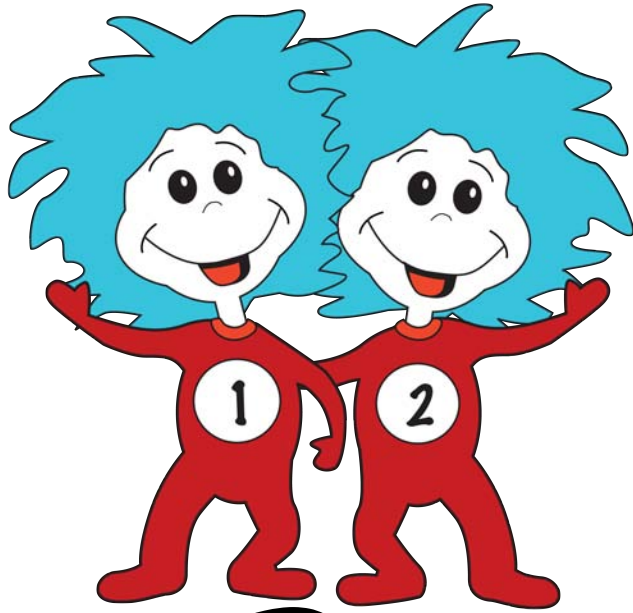
Mm



Nh



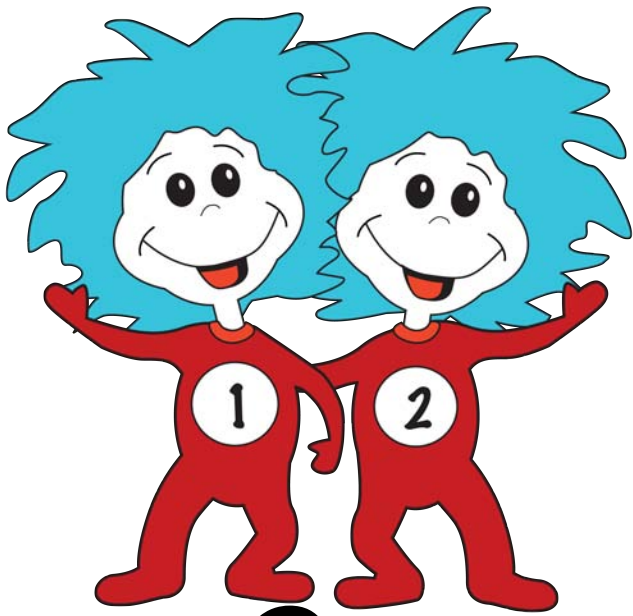
Oo



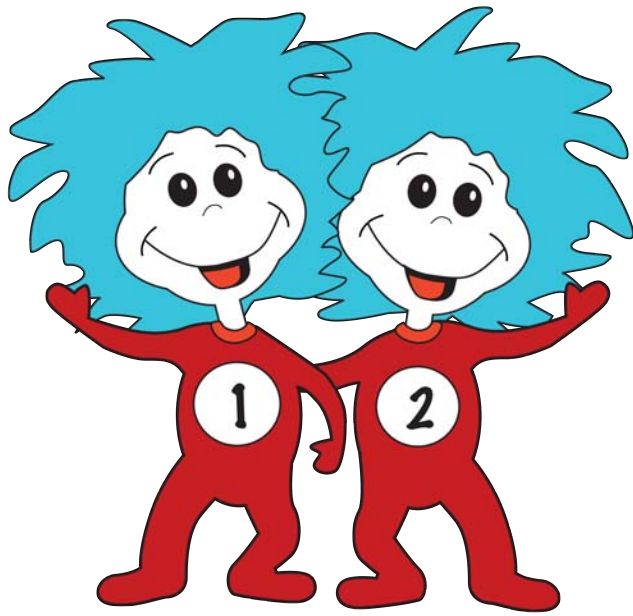
Pp

Print; laminate and trim.
Use for borders, puzzles, games etc.
TeachWithMe.com

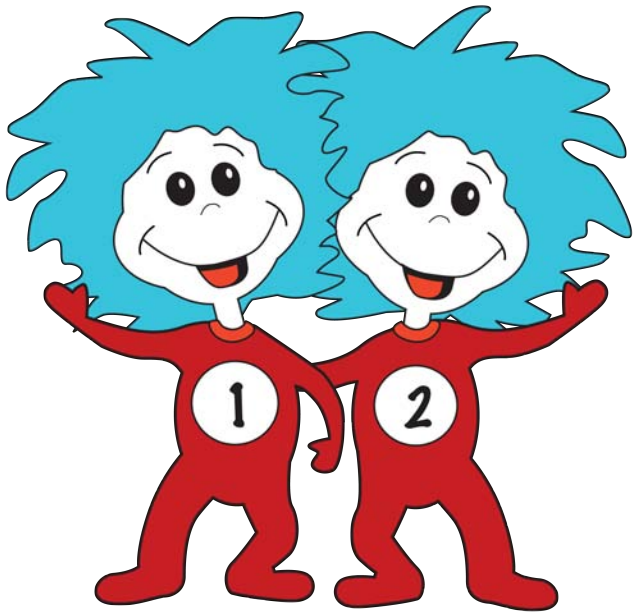
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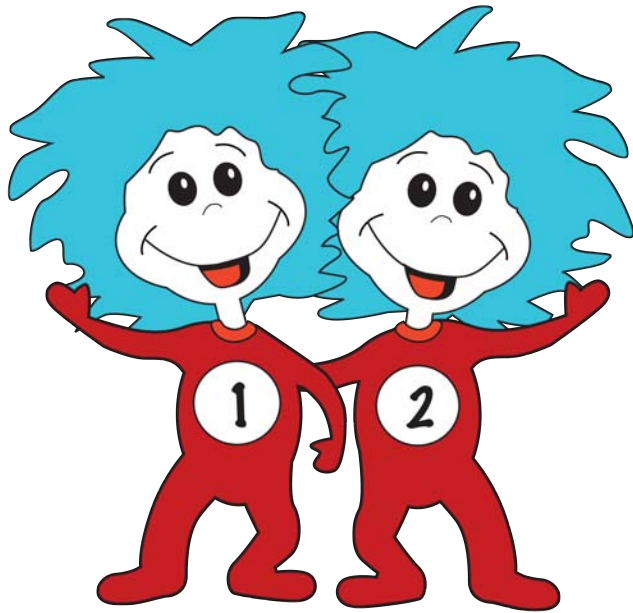
Qq



Rr



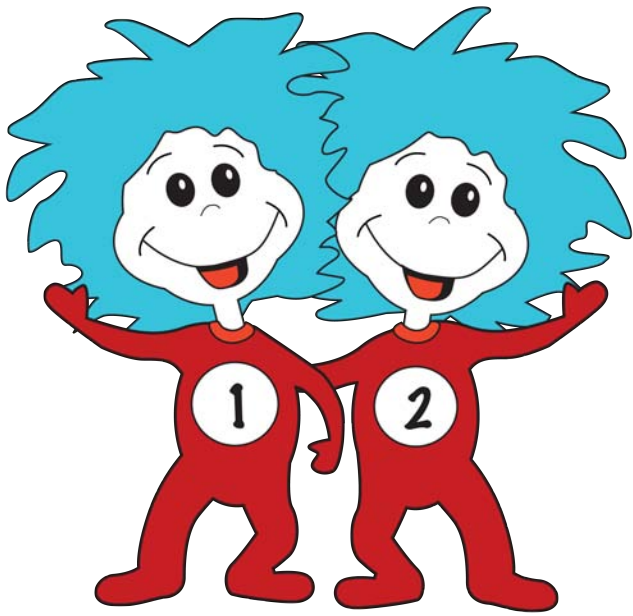
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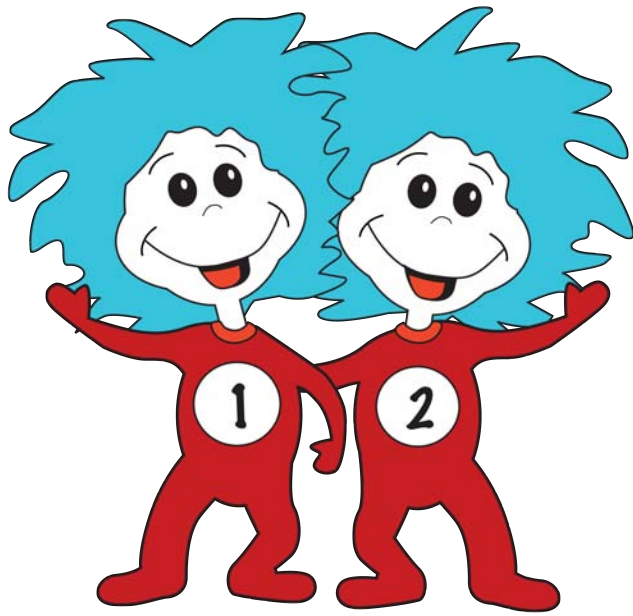
Tt

Print; laminate and trim.
Use for borders, puzzles, games etc.
TeachWithMe.com

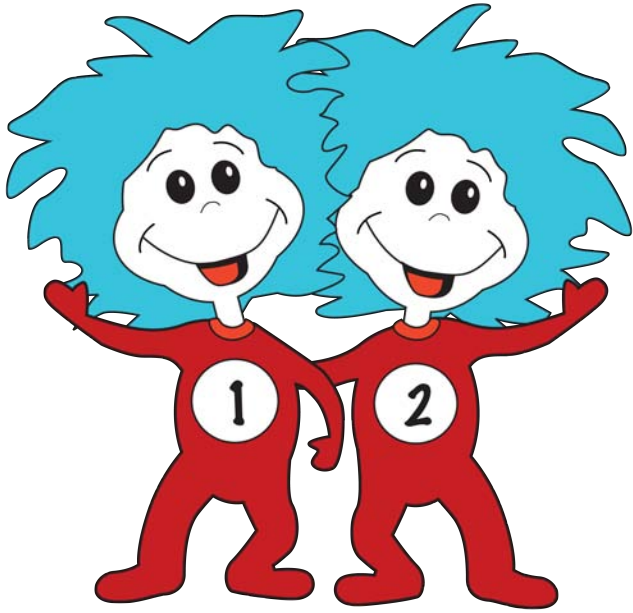
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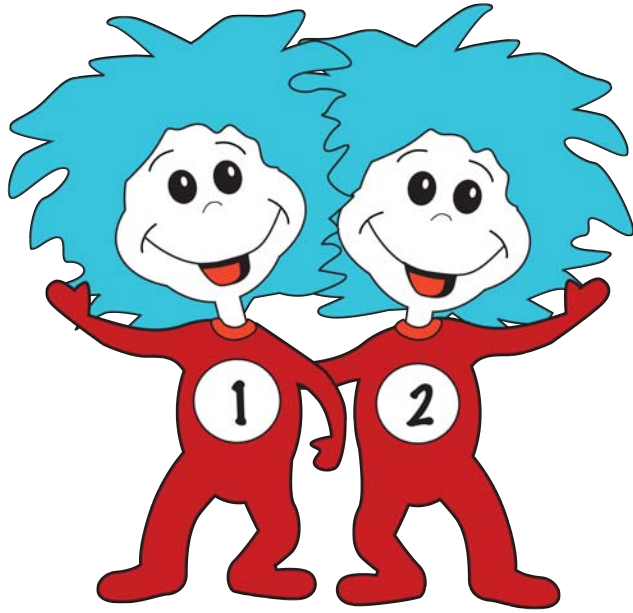
Uu



Vv



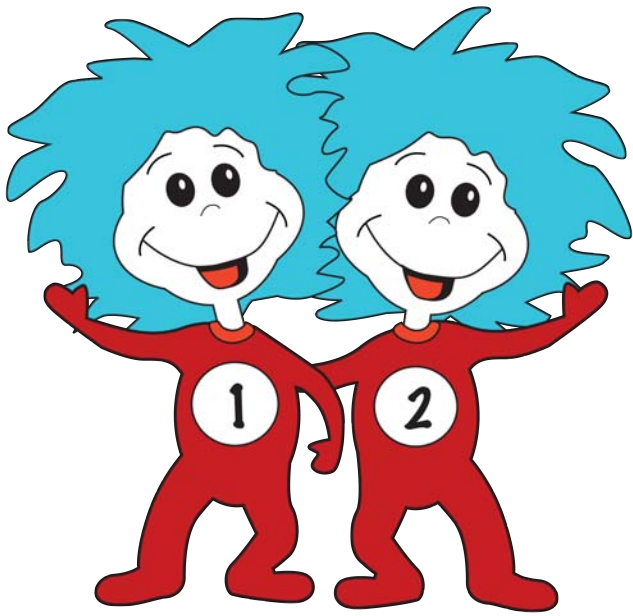
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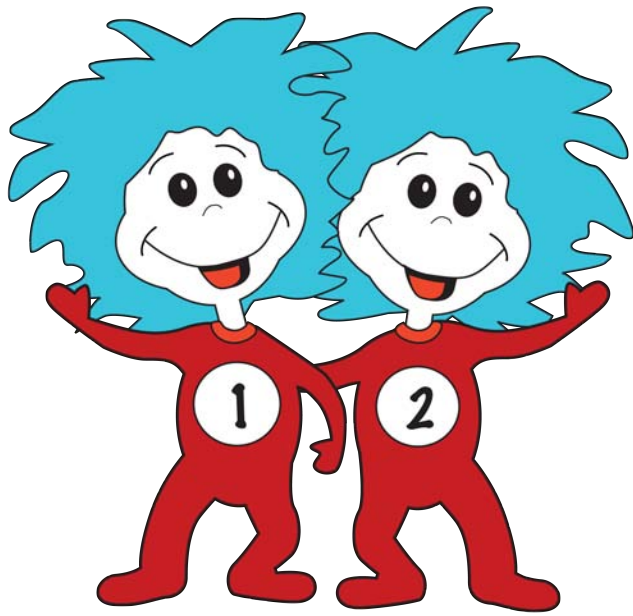
Xx

Print; laminate and trim.
Use for borders, puzzles, games etc.
TeachWithMe.com

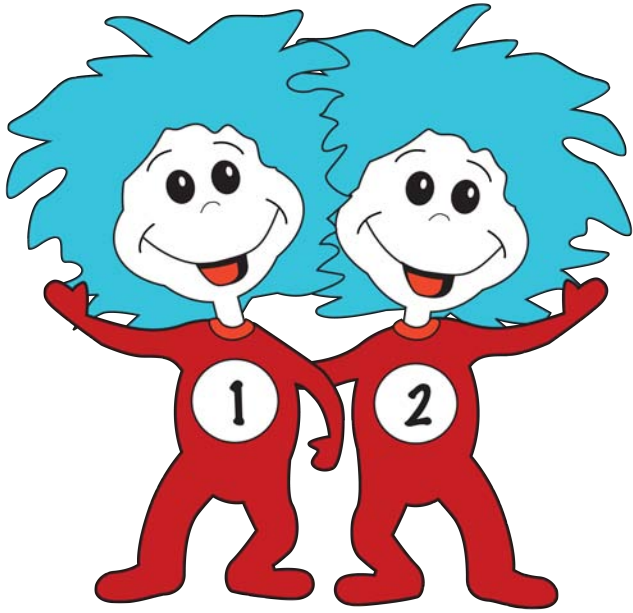
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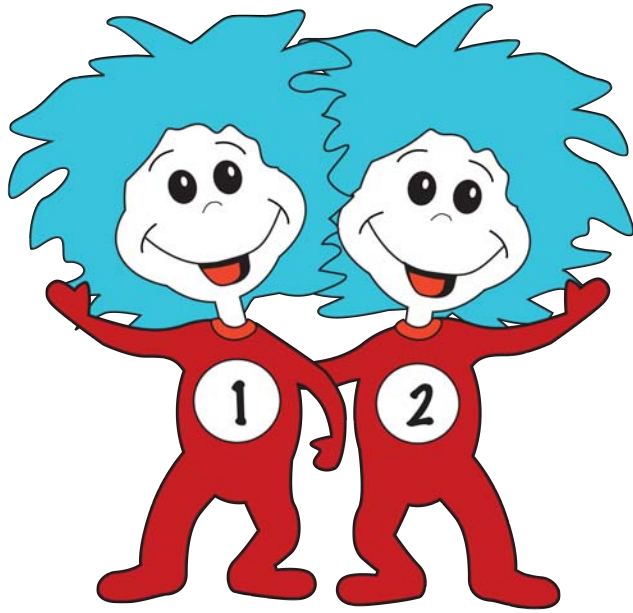
Yy



Zz



My ABC Cards



Print; laminate and trim.
Use for borders, puzzles, games etc.
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Graphics by: myclipartstore.com

A



B



C



D



E



F



G



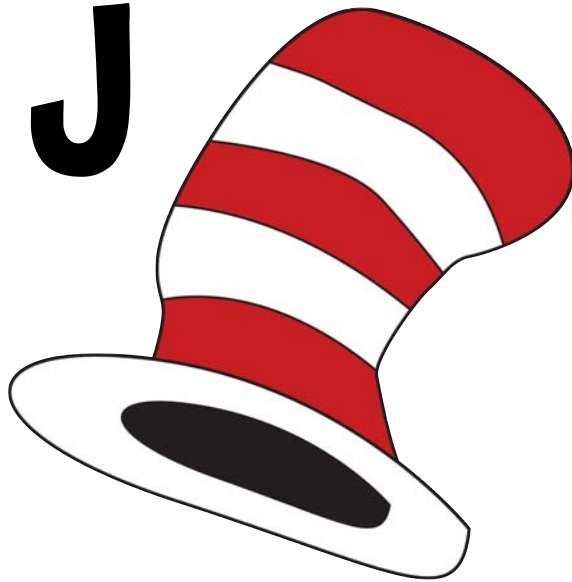
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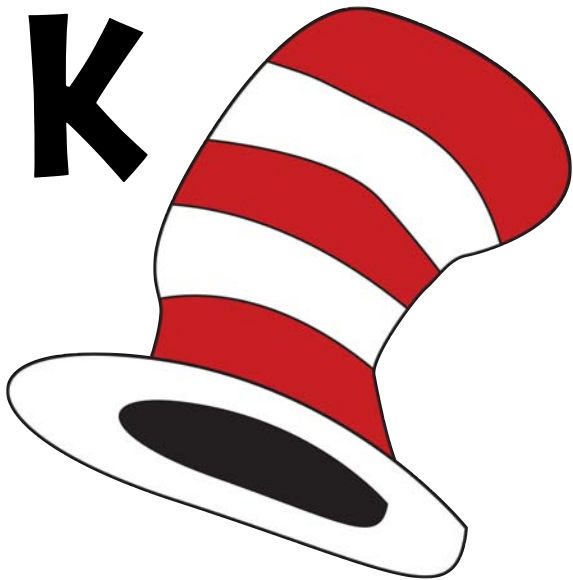
I



J



K



L



M



N



O



P



Q



R



S



T



U



V



W



X



Y



Z



**My
Uppercase
Letter
Cards**





Kaboom!



Kaboom!



Kaboom!



Kaboom!



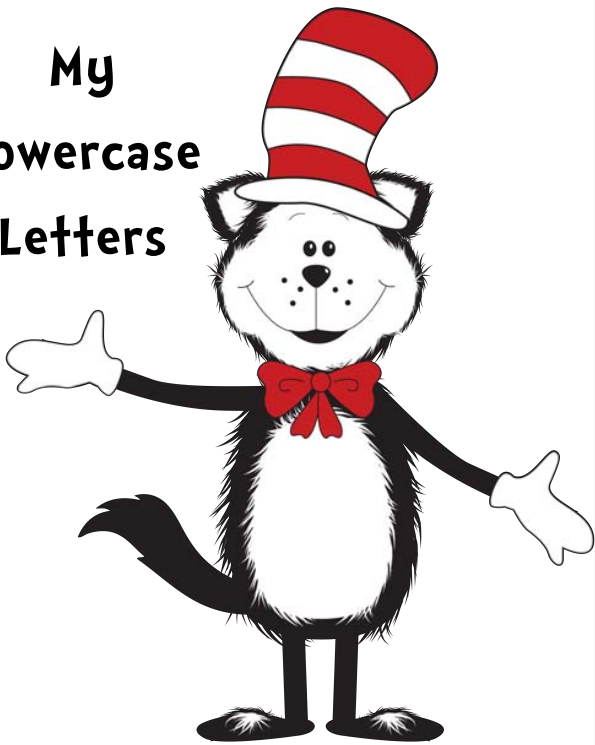
Kaboom!



Kaboom!



**My
Lowercase
Letters**



Print; laminate and trim.
Use for borders, puzzles, games, spell words etc.
TeachWithMe.com

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Print; laminate and trim.
Use for borders, puzzles, games etc.
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Print; laminate and trim.
Use for borders, puzzles, games etc.
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Kaboom!



Kaboom!



Kaboom!



Kaboom!



Print; laminate and trim.
Use to make games more fun.
TeachWithMe.com

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Alphabet Cards

What else can you do with alphabet cards?

- Cut them up and use them as puzzles.
- Print and laminate and put on a split ring and use as flashcards for your students.
- Print and laminate and sprinkle them on the floor. Have students collect the cards before the timer rings. After the timer rings, have students gather on the carpet and sequence the cards. You can put upper and lowercase letters together, or sequence 2 separate lines. To reinforce recognition, call on children to share a letter that they found.
- Run off sets on two different colors of paper so that you can make **Memory Match** games. This will make the game easier to play and expedite time.
- Students can either match lowercase letters to uppercase letters or upper to upper and lower-to-lower.
- Put a set in a bag, basket or box and have students pull out a card and read the letter. If they can't, they are out of the game.
- You can also have them start saying the ABC's from that letter.
- They can pick a card and tell if it is a consonant or vowel.
- They can pick a card and give a word that starts with that letter.
- They can pick a card and give a student's name that starts with that letter. If there are none, they say zero.
- They can pick a card and give the sound(s) the letter makes.
- Put some Kaboom bomb cards in the container along with a set of upper and lowercase letter cards.
- Children take 2 cards out of the basket. Teacher calls on the student who has the uppercase letter A to start the game, that

child reads their letter card and asks for the lowercase matching card.

- That child with that card reads it and gives their card to that child. They then read their other card and ask for their match.
- Play continues 'til all of the cards are gone.
- When the bomb cards are added, a child must use the bomb Kaboom card when they are called on for a match.
- They show the bomb card, everyone yells "Kaboom" and both children are out of the game.
- Run off copies of the cards. Students cut out the cards, put them in order, and staple on a construction paper cover, to make an Itty Bitty flip booklet, that they can share them with their families to reinforce lessons learned at school.
- Collating their books is a great way to sequence the letters.
- Play ***"I Have, Who Has?"***
- Make sure you have only enough pairs of cards so that things come out equal to the number of students present that day.
- One student starts and says: ***"I have 'uppercase A' who has lowercase a?"*** The child with the lowercase letter card gives that child their card.
- Play continues 'til all of the cards are gone.
- You can spice this game up by adding the "Kaboom" cards to this game as well.
- Have students choose a partner and play "Speed" against them.
- Each student mixes up their cards. Together they say, ***"Ready-Set-Go!"***
- Each student puts their cards in ABC order. The 1st one to do so is the winner.
- Another version of "Speed" is the following: Each child has a set of cards that is in the same order as their partner's. They place them face down. They say 1-2 flip and then flip a card over. The first one to read the card takes the cards. The student with the most cards wins.
- Students mix up their pack of cards, and reinforce vowels and consonants.
- Students take turns flipping over cards. The first one to say whether it is a vowel or consonant gets the card.

- You could also play that they have to give a word that begins with that letter. i.e. A student flips over the B card, one of the children exclaims: :”Boy!” they get the card.
- Display the cards on the wall in ABC order. Each day take a “mystery” letter away. Choose a different child each day to guess which letter is missing.
- As students become familiar with the letters, jumble them up instead of keeping them in ABC order.
- Use them as flashcards.
- Use them as pocket cards.
- Place a card behind a seasonal shape on your white board and choose a child to guess what letter the mouse has stolen today.
- Sort vowels and consonants.
- Sort upper and lowercase letters.
- Use them in **Daily 5** for “Word Work” & have students make CVC words, word wall words, spelling words, spell their name etc.
- Pass them out and have students “feed” them to a container of some sort.
- I’ve given you a blank template so that you can program it with whatever else you may think of: numbers, shapes, equations etc.
- If you think of more ideas, I’d enjoy hearing from you:
diane@teachwithme.com

