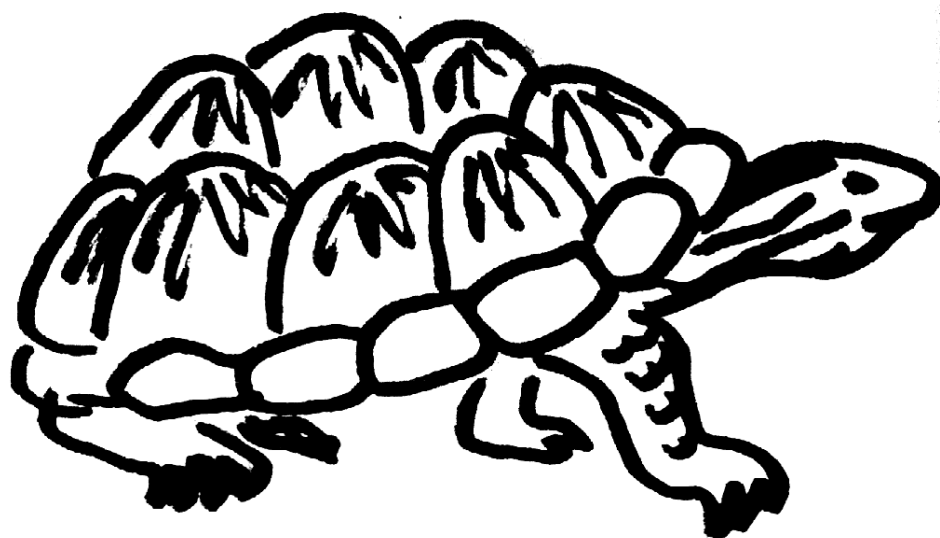
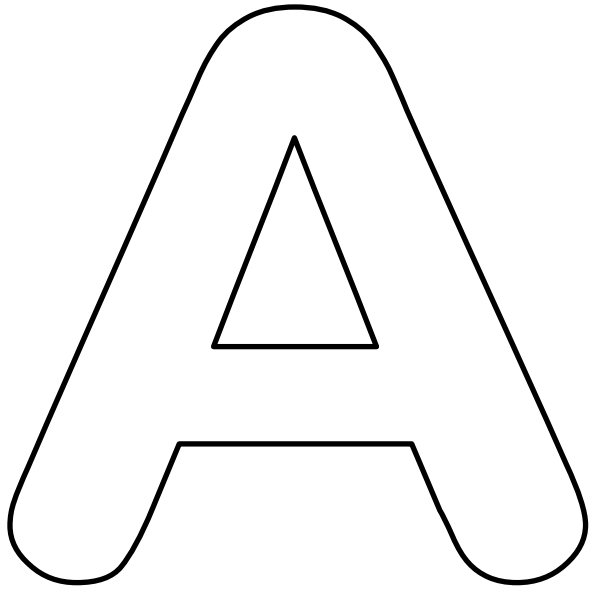


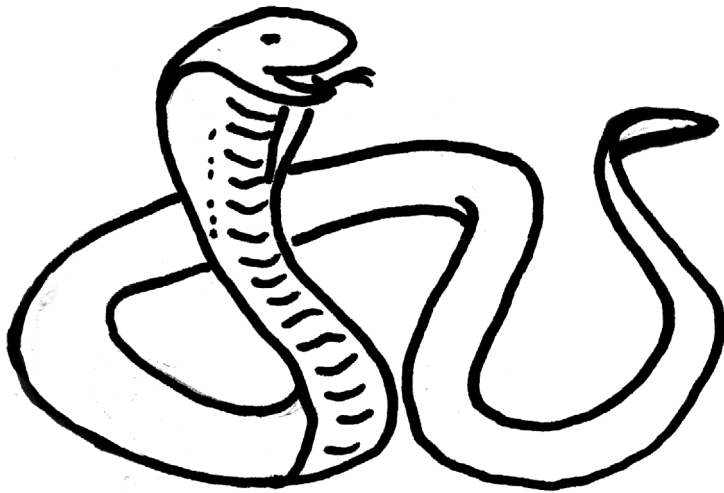
Animal Alphabet



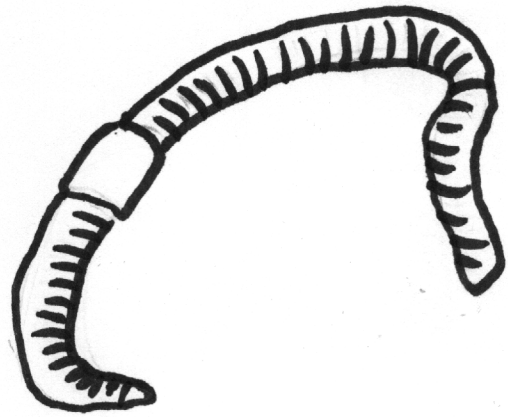




ant



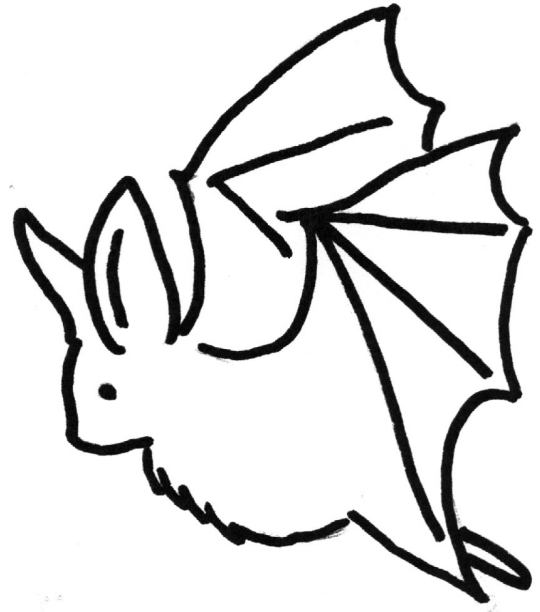
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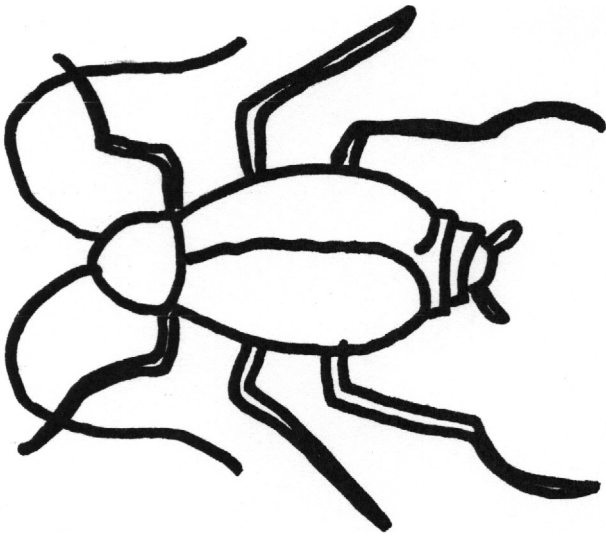
annelid (worm)

a

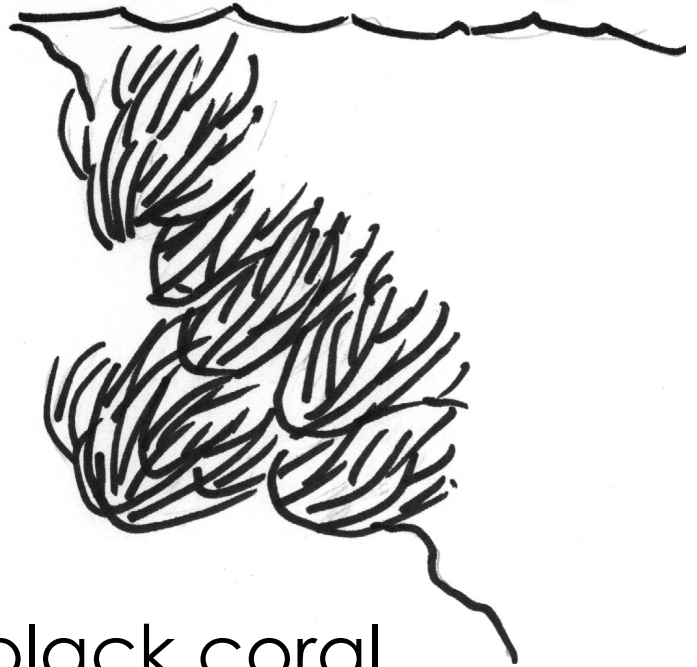
B



bat

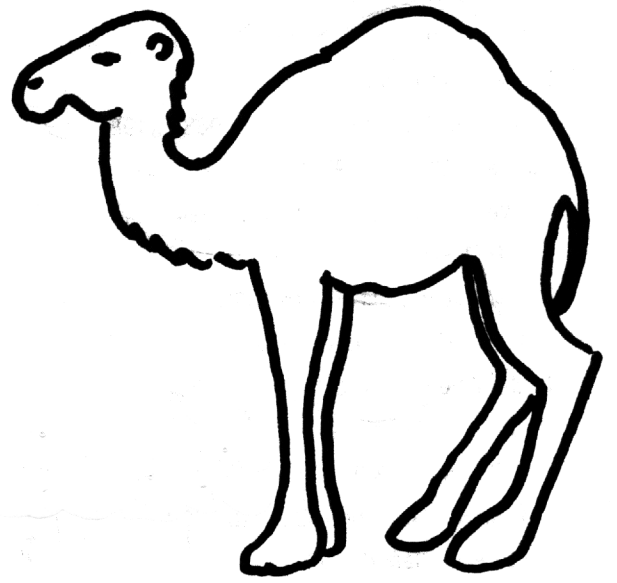
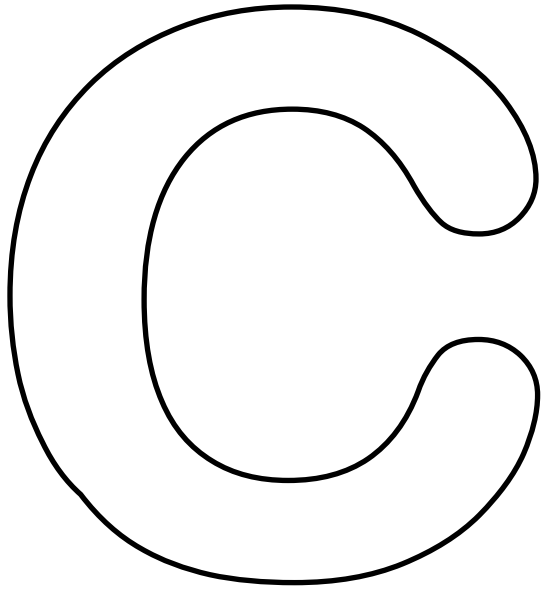


bug

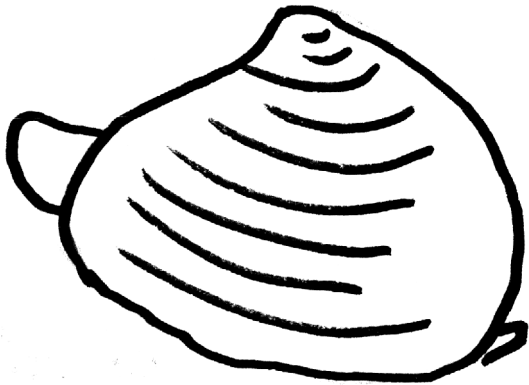


black coral

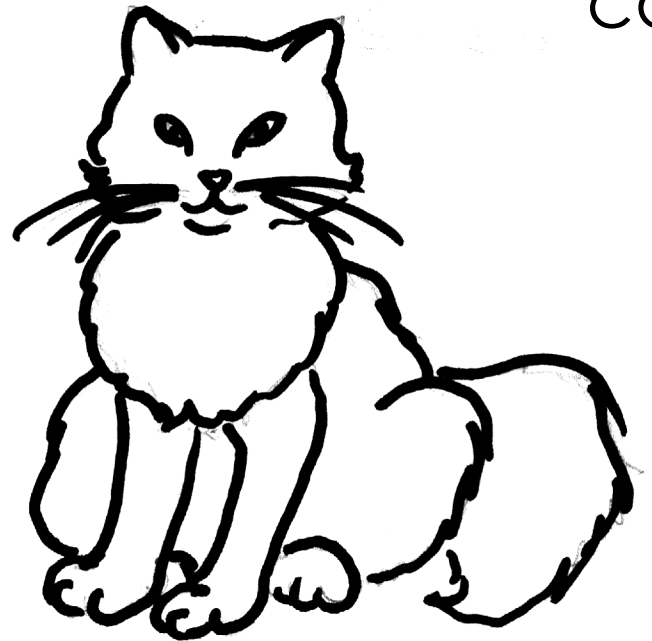
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camel

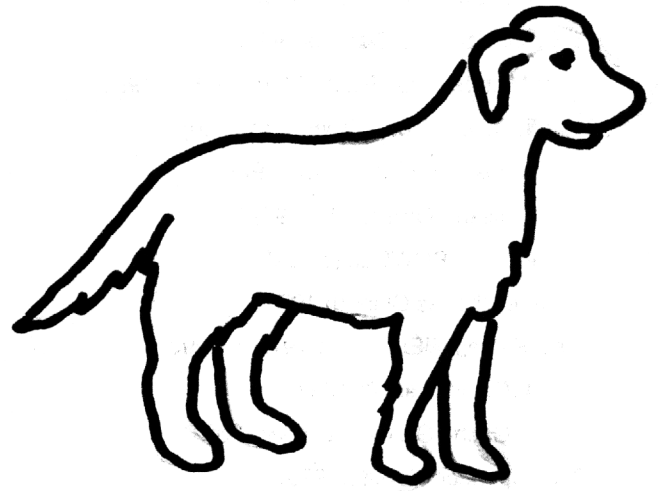
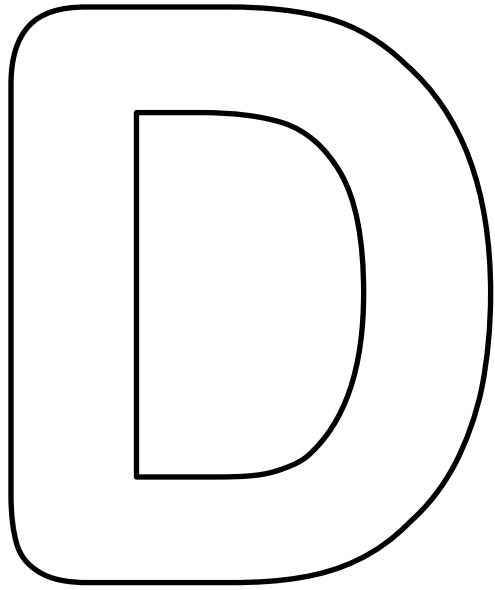


clam

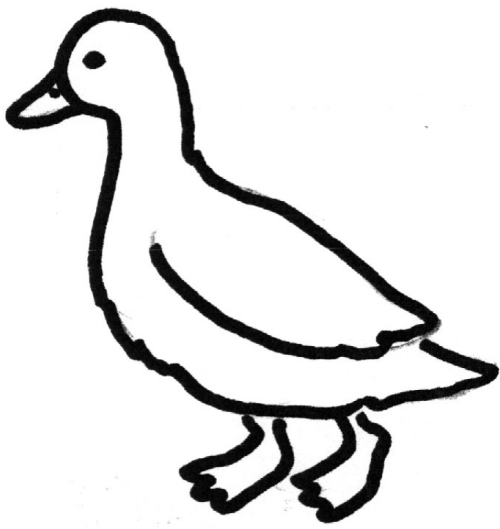


cat

C



dog



duck



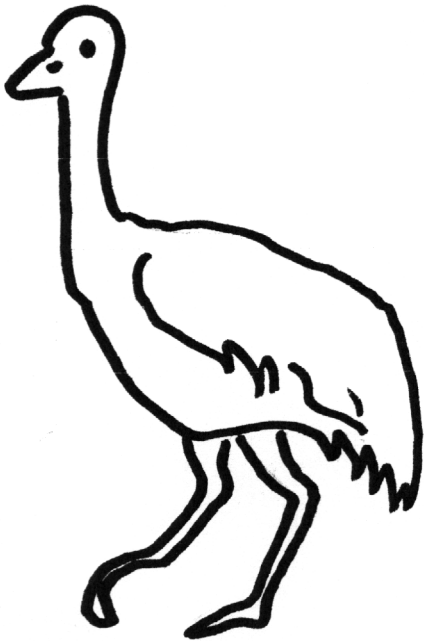
Dungeness crab

d

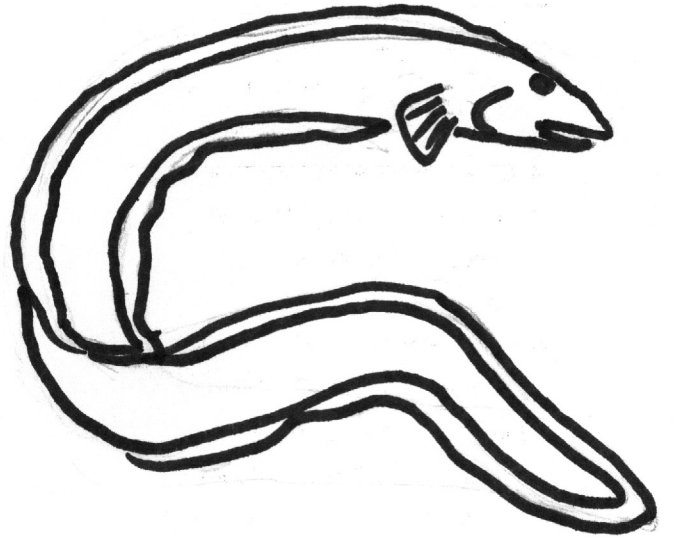
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elk



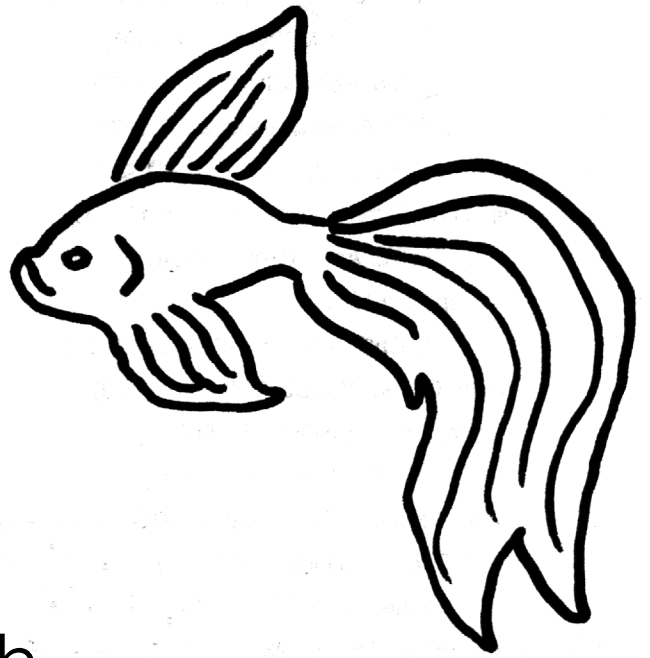
emu



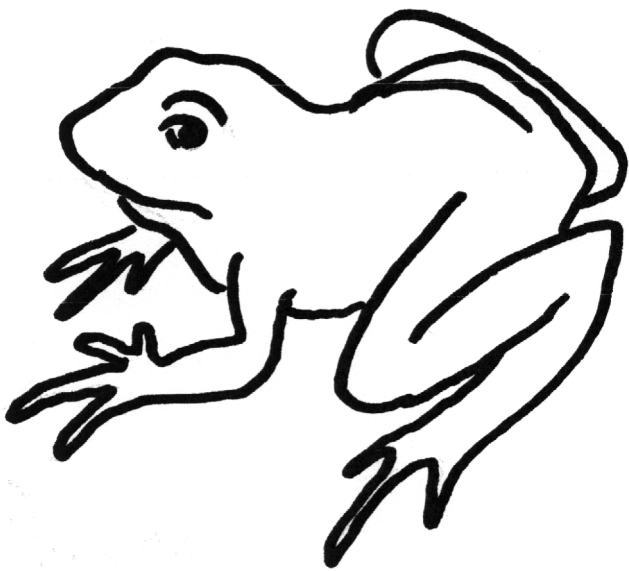
eel

e

F



fish

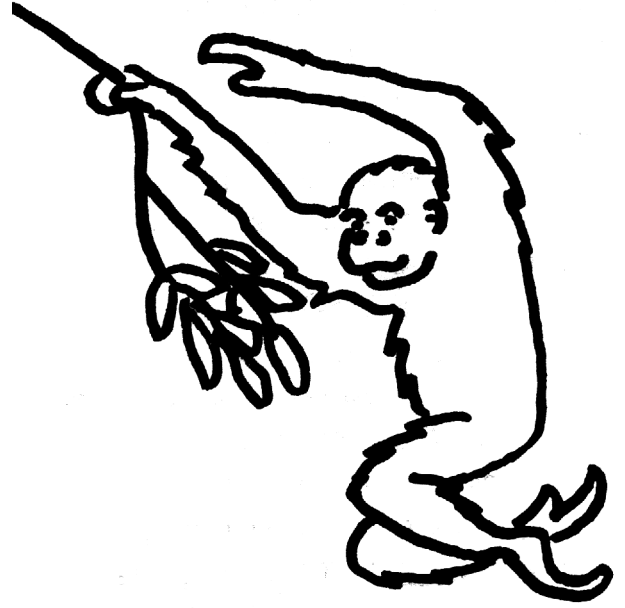
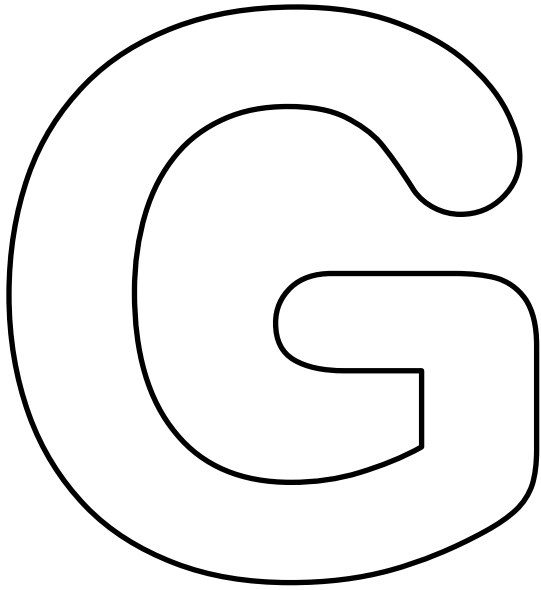


frog

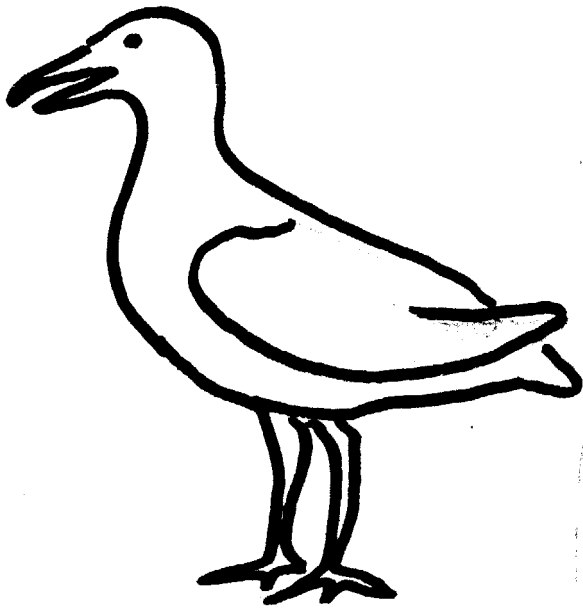


fly

f



gibbon



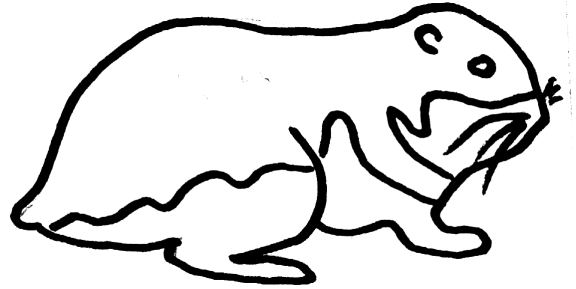
gull



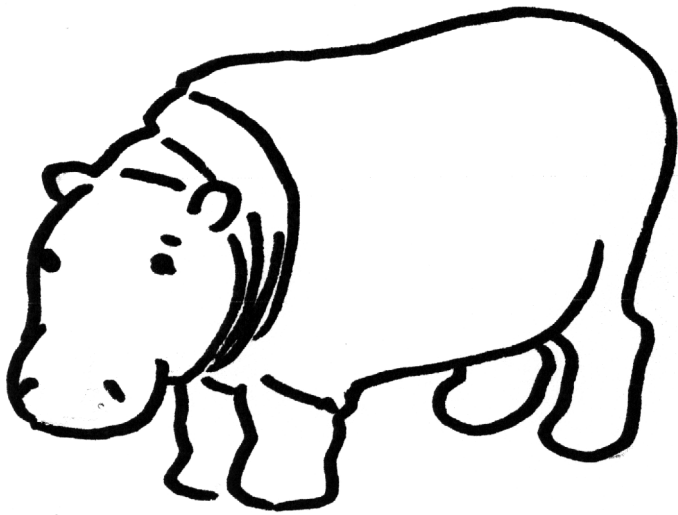
gecko

g

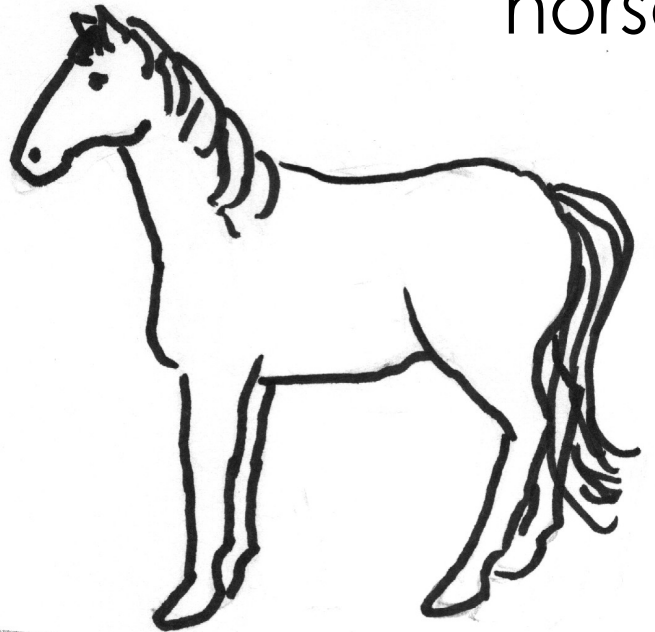
H



hamster

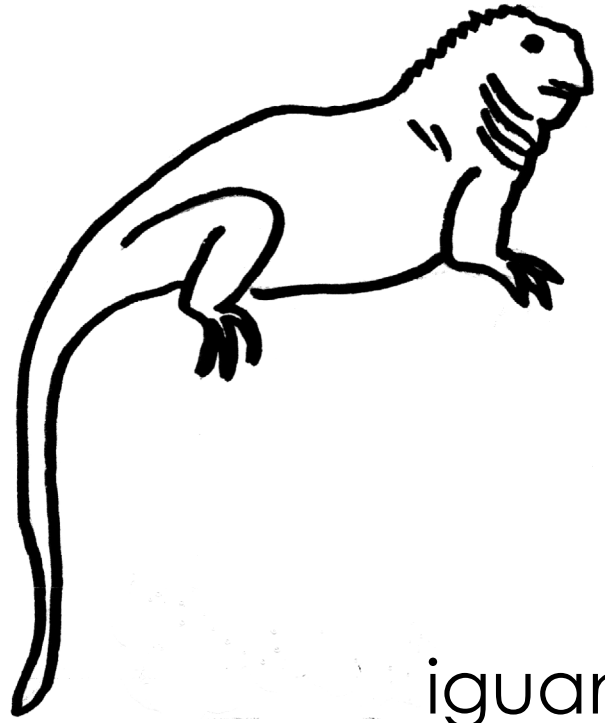
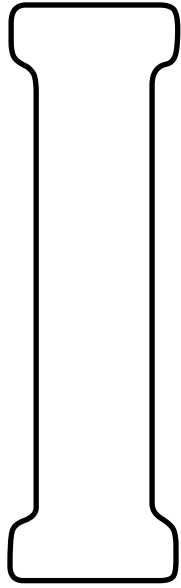


hippo

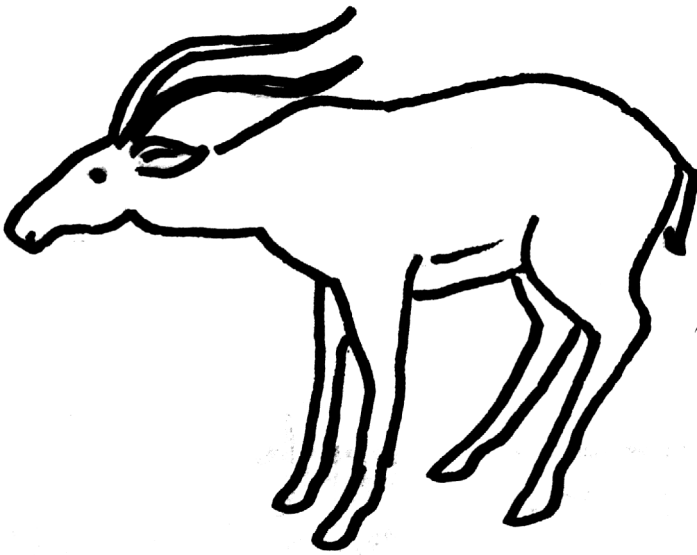


horse

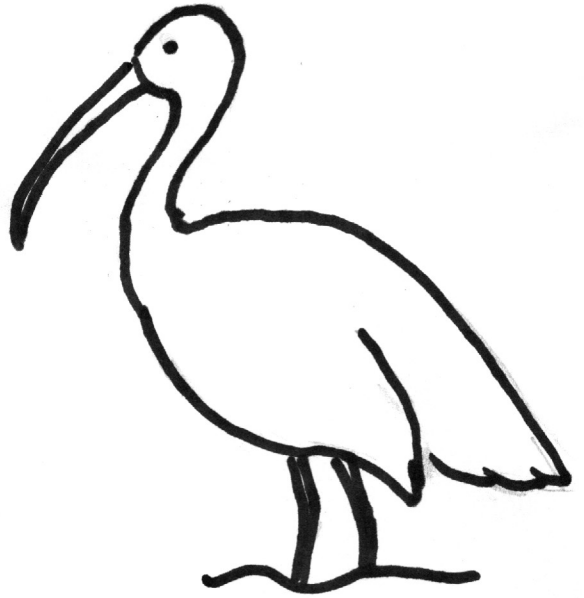
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iguana

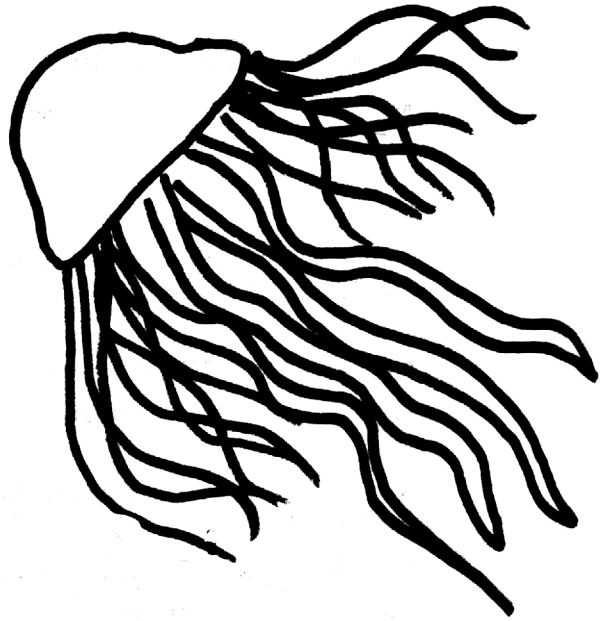
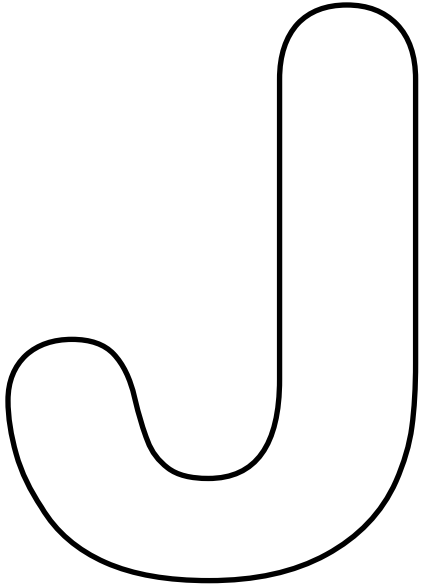


impala

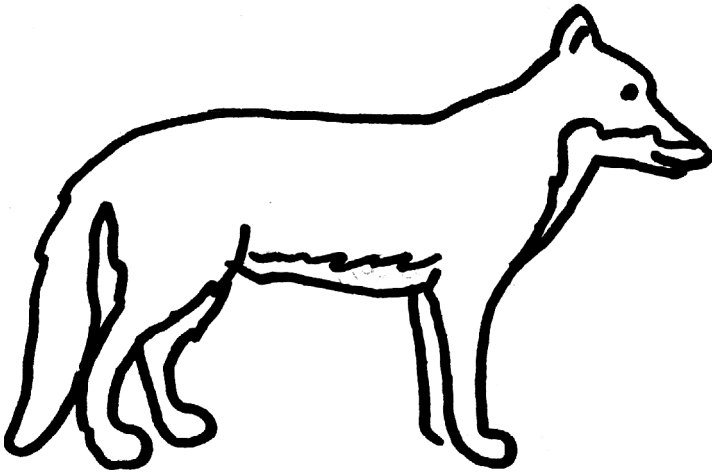


ibis

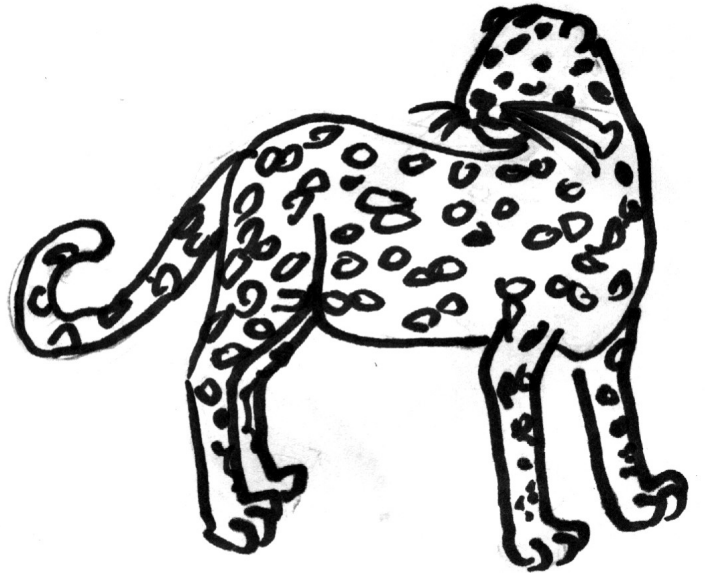
i



jellyfish



jackal

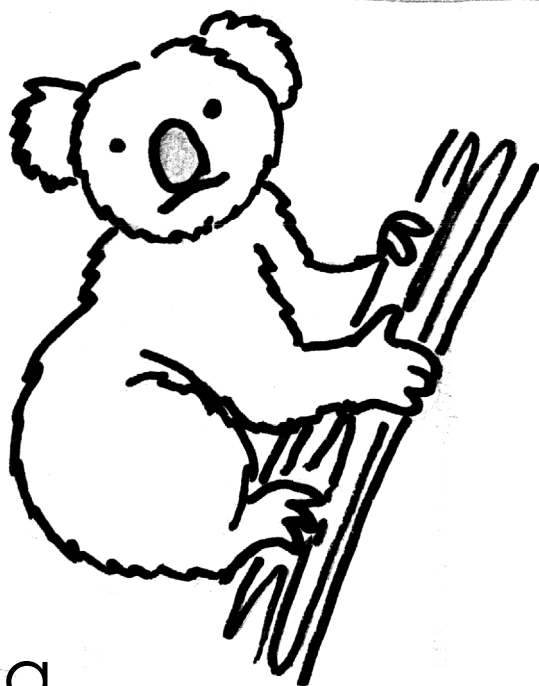
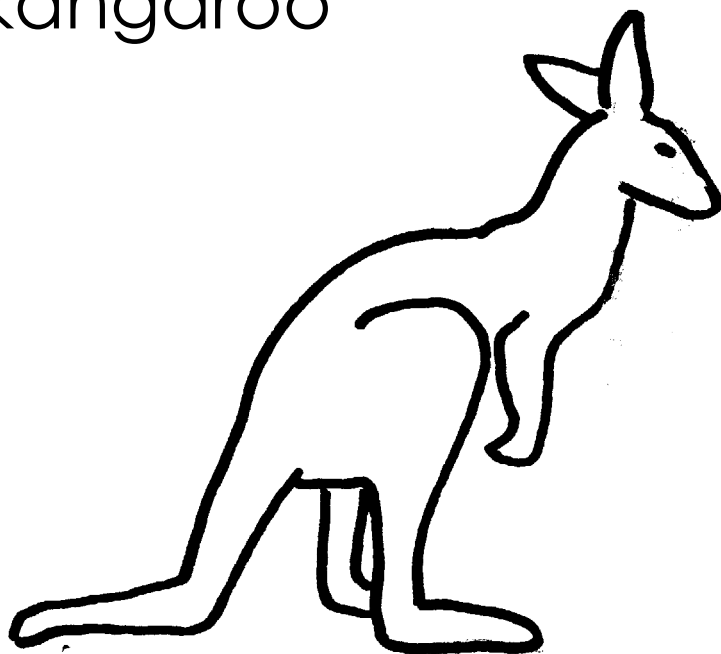


jaguar

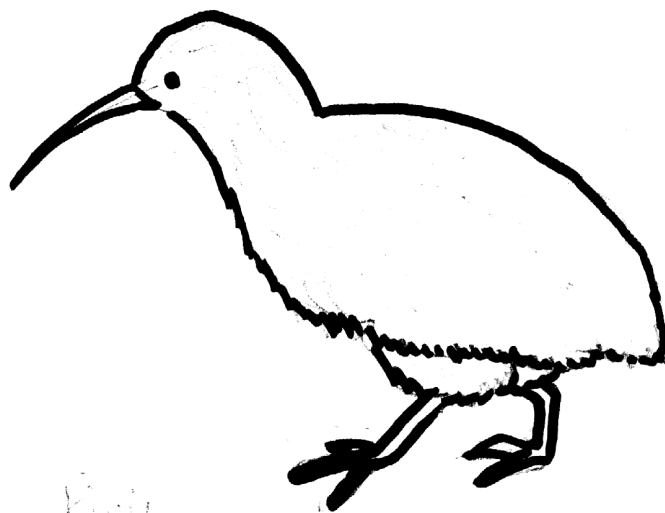
j

K

kangaroo

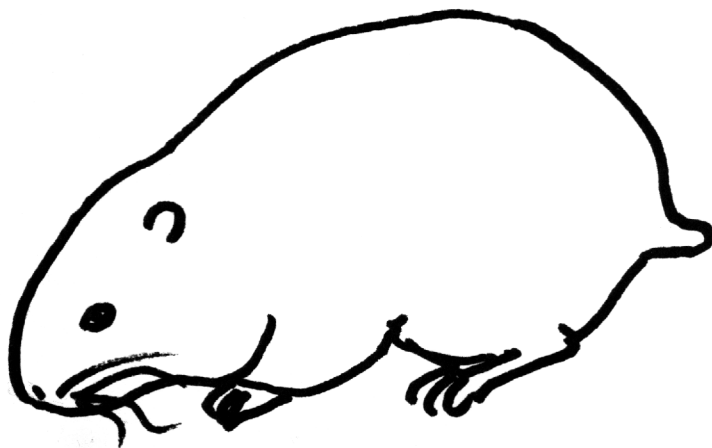
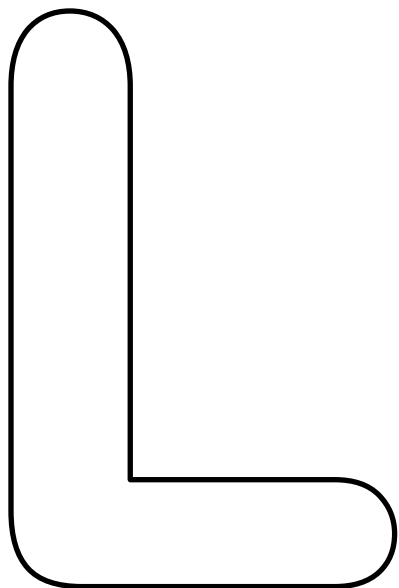


koala

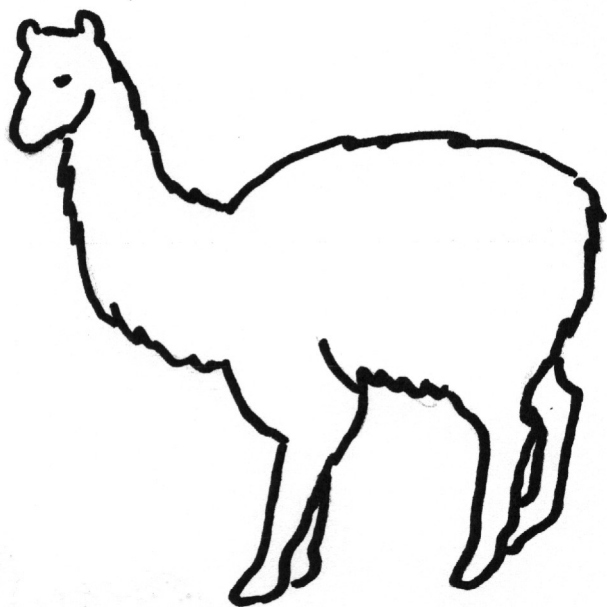


kiwi

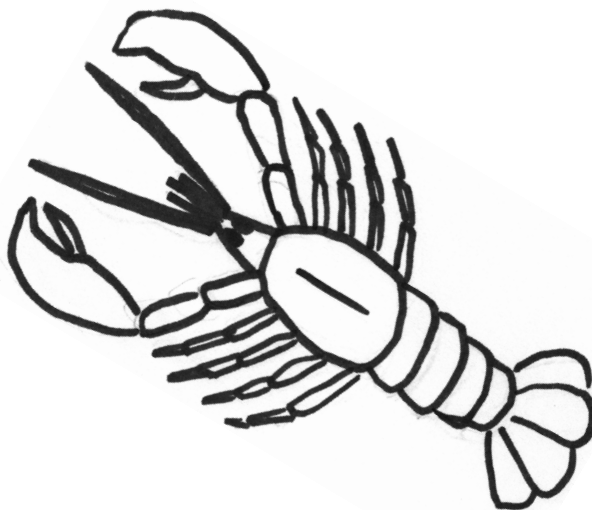
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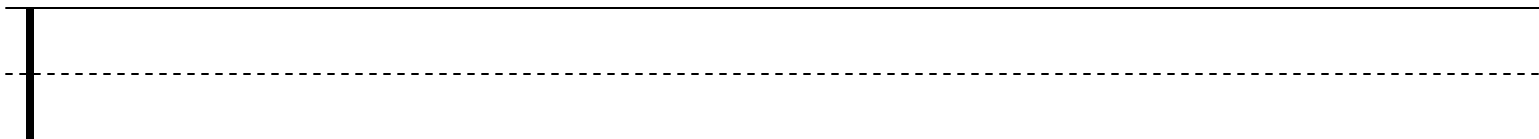
lemming

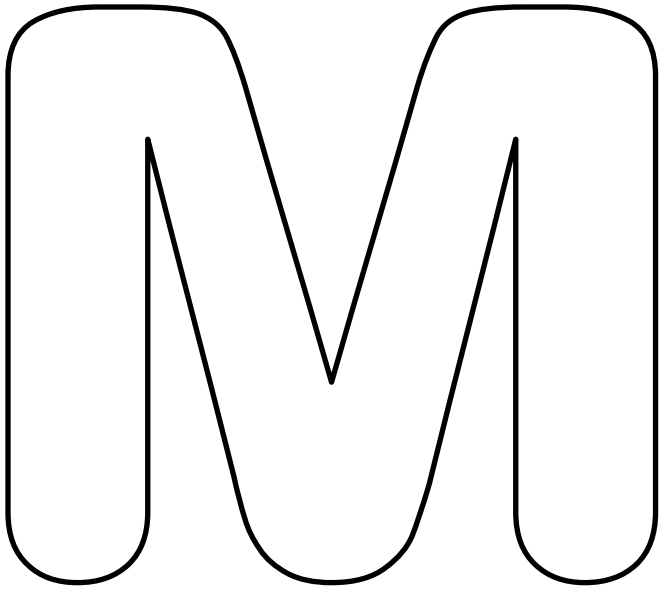


llama

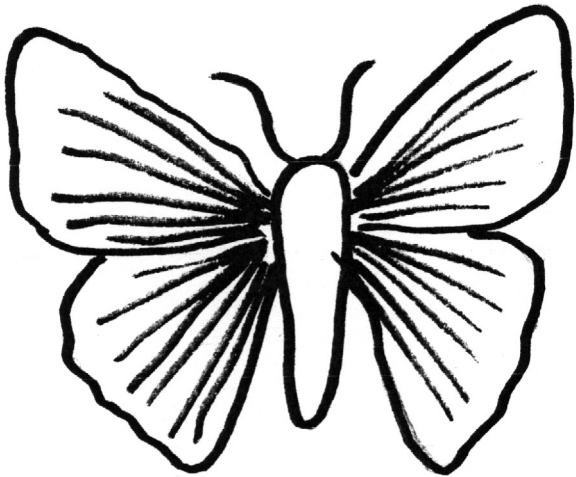


lobster

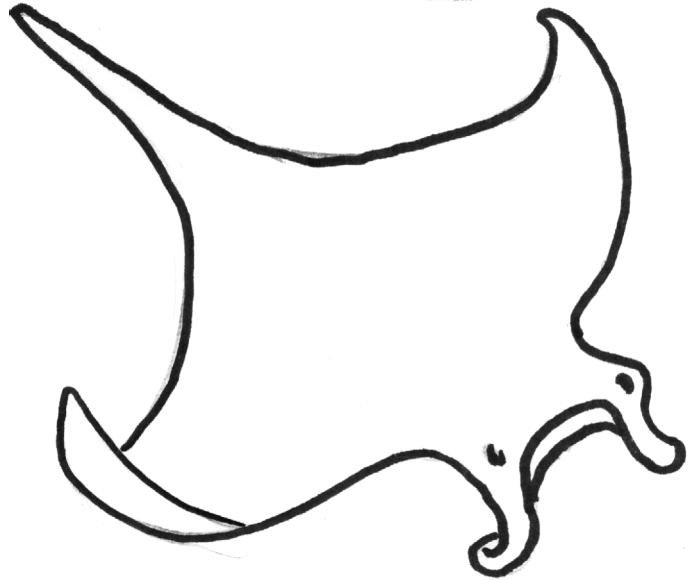




mink



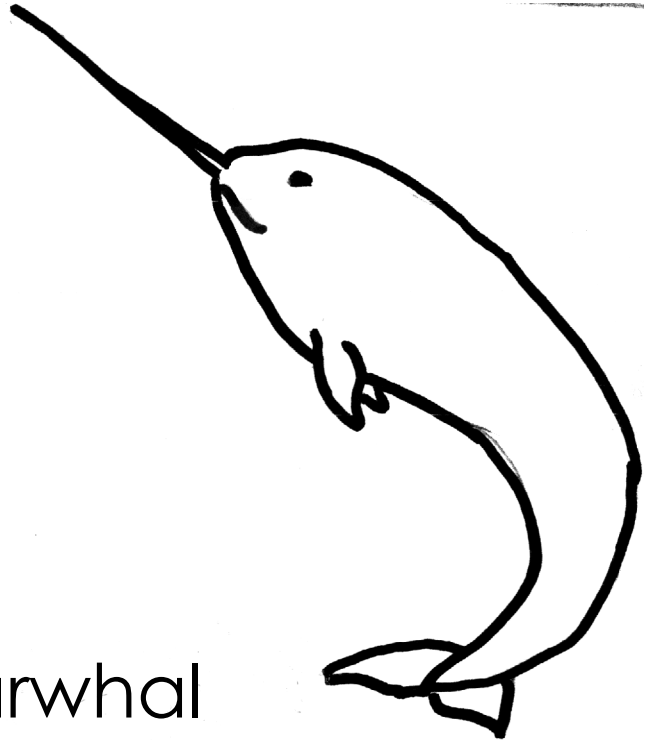
moth



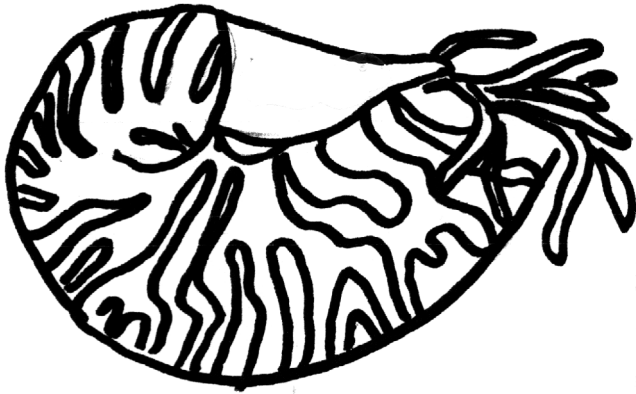
manta ray

m

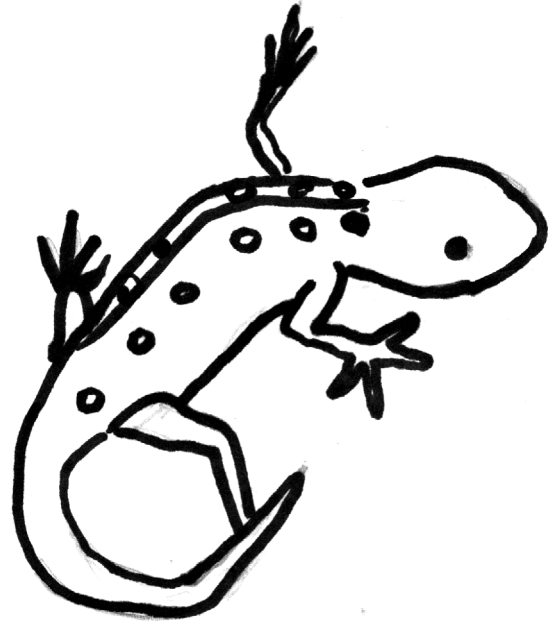
N



narwhal

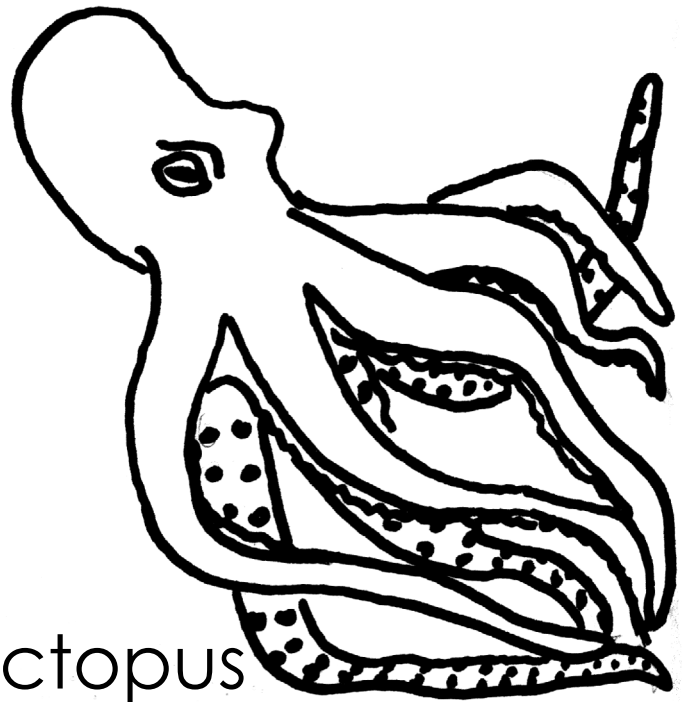
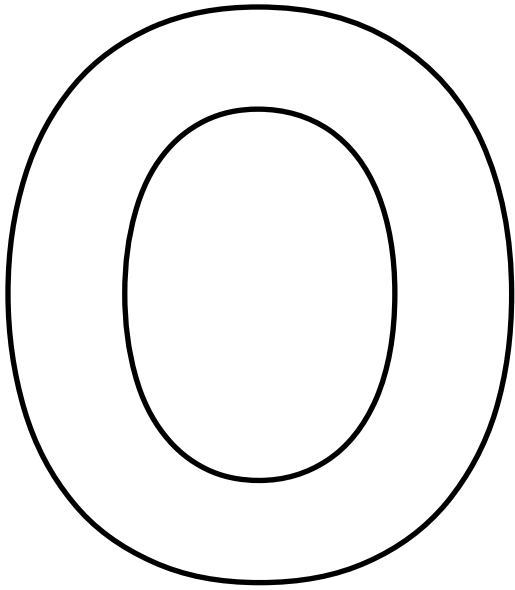


nautilus



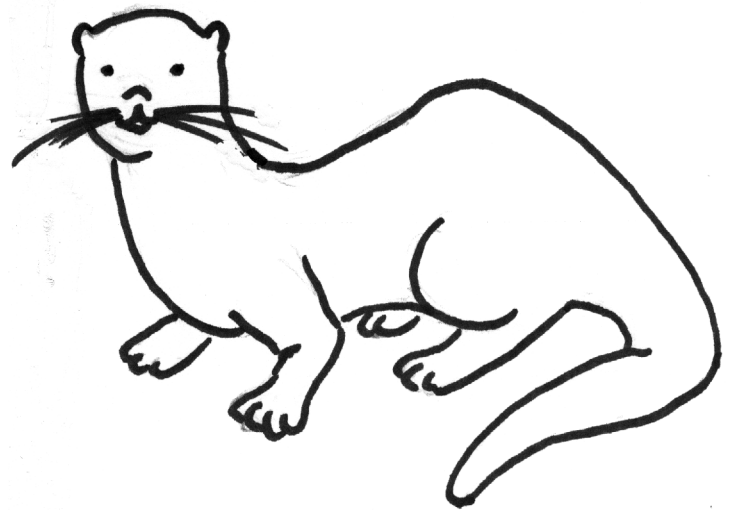
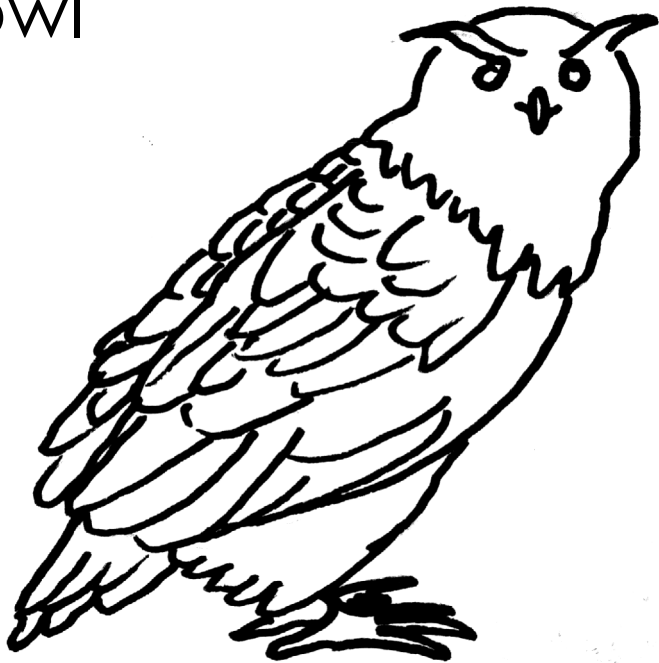
newt

n



octopus

owl



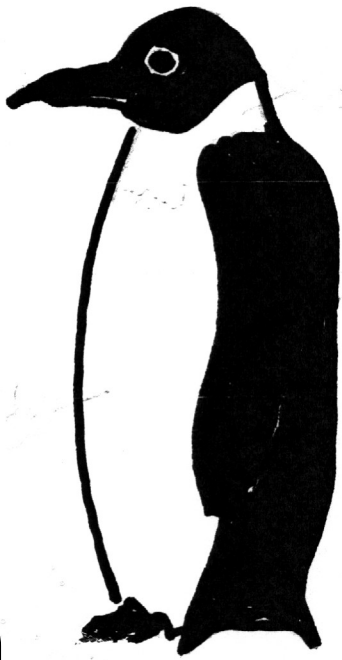
otter



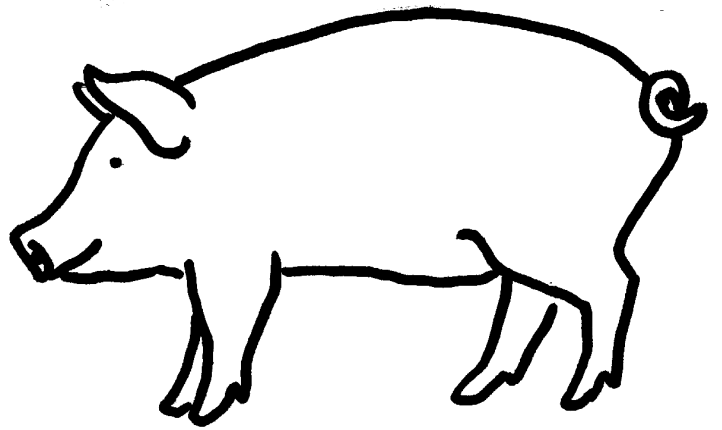
P



panda

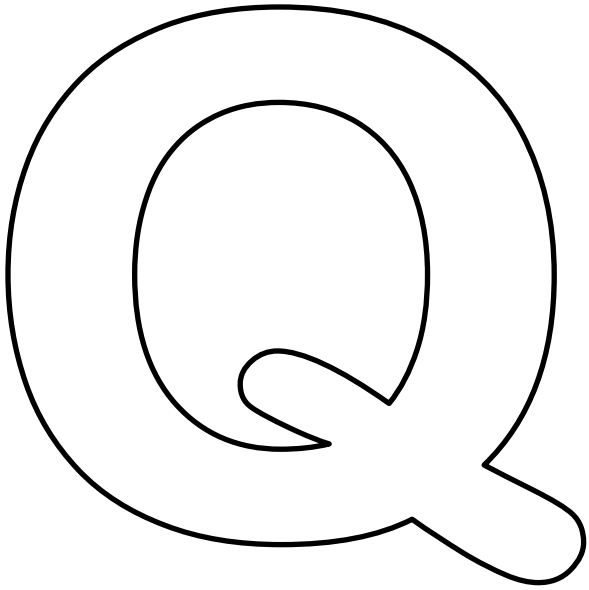


penguin

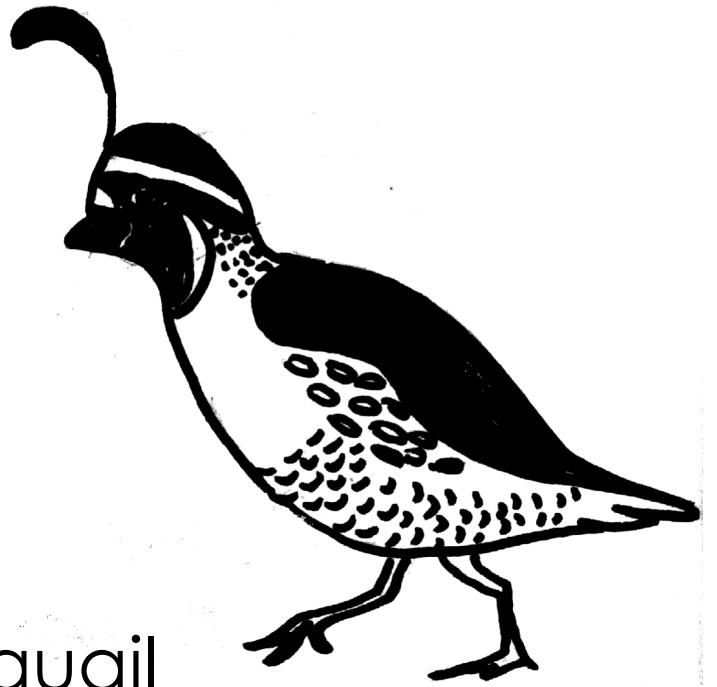


pig

p



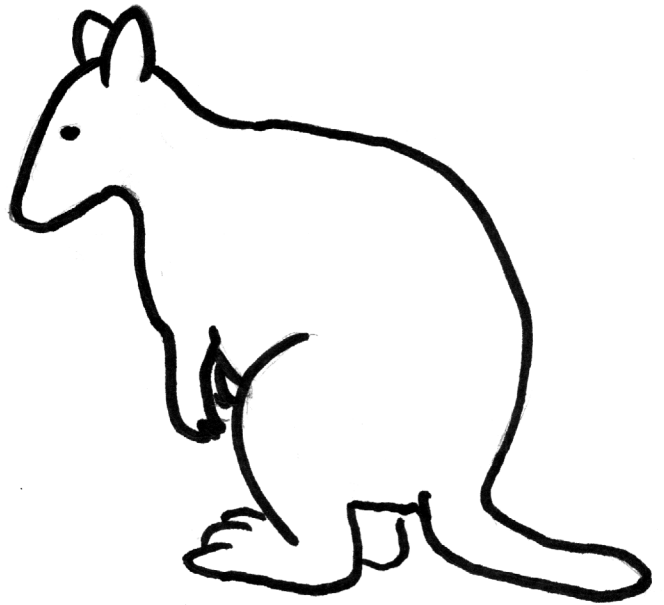
quail



quetzal

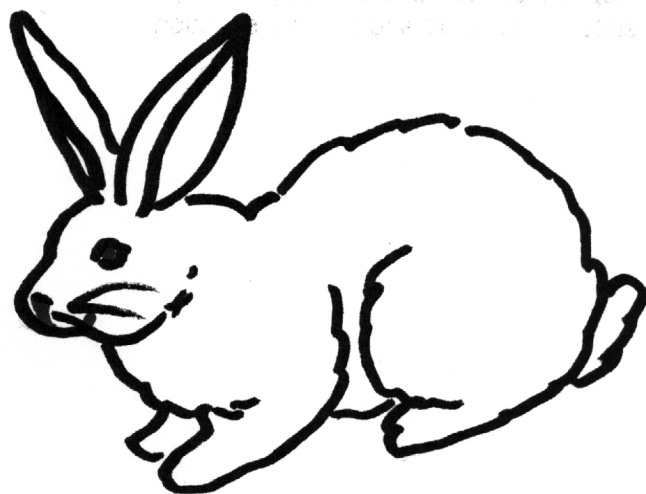


quokka



q

R



rabbit

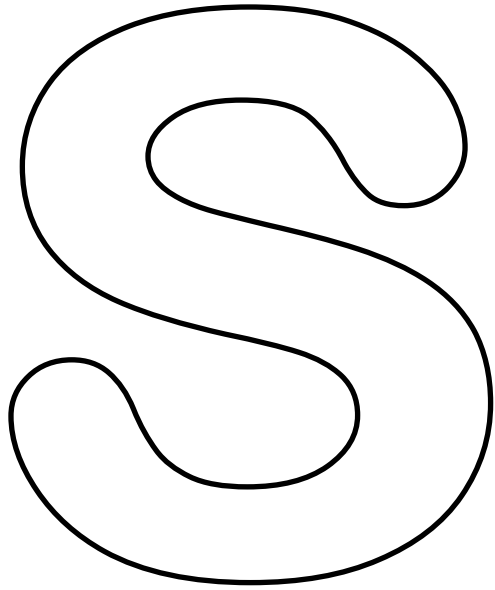


raccoon

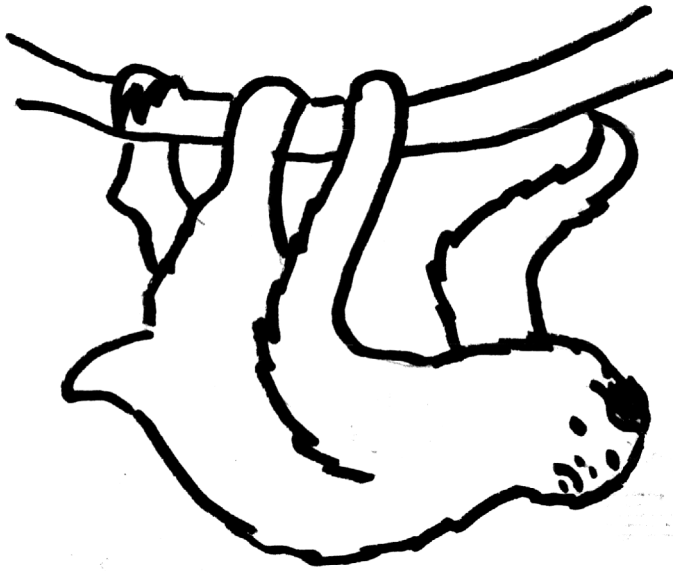


red back spider

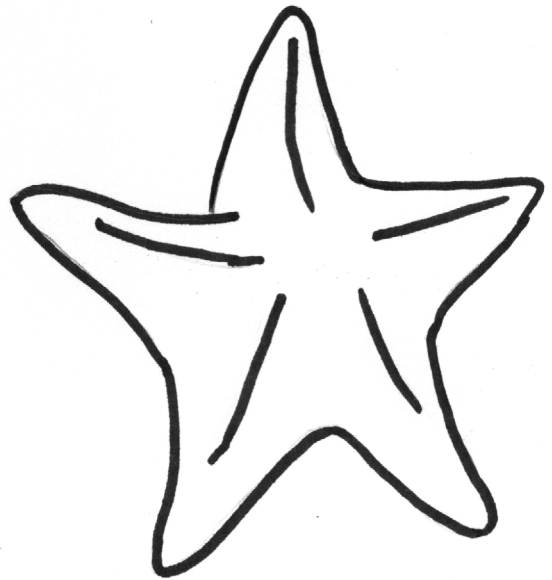
r



slug

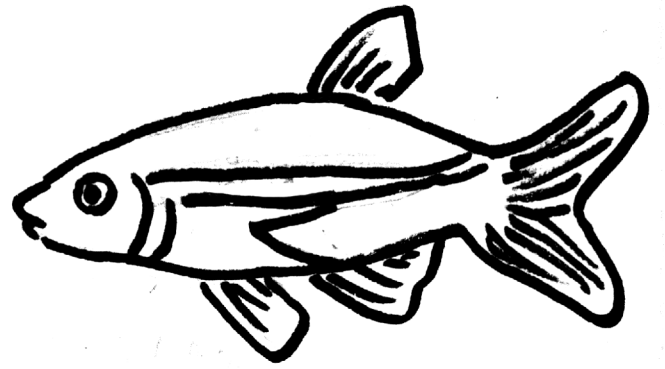
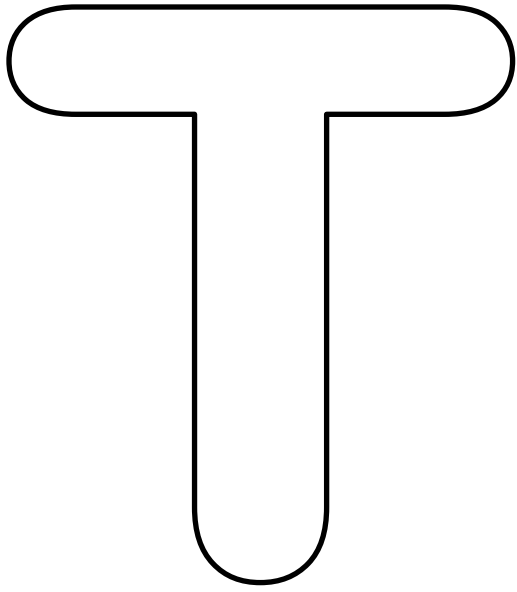


sloth

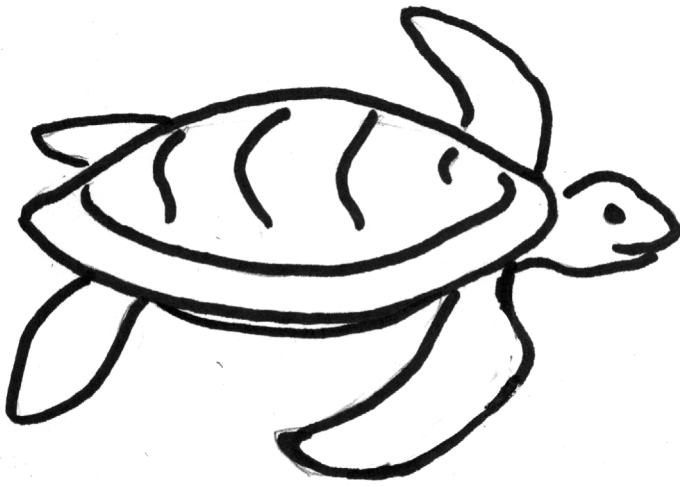


sea star

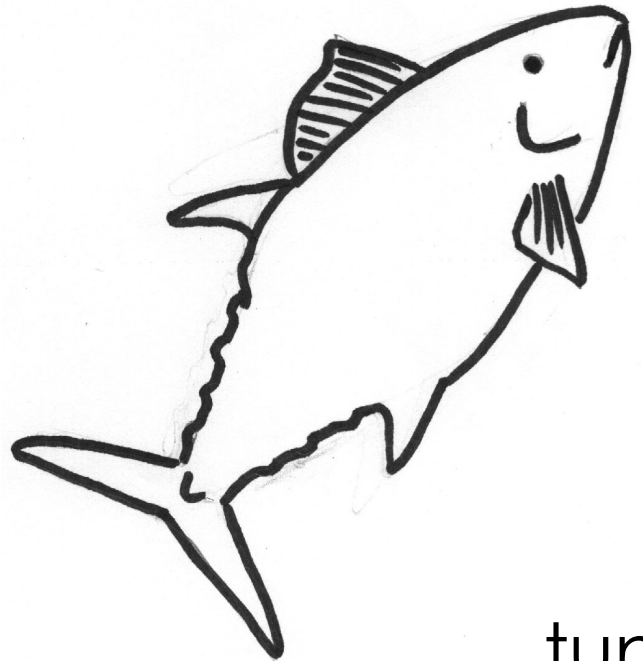
S



tetra

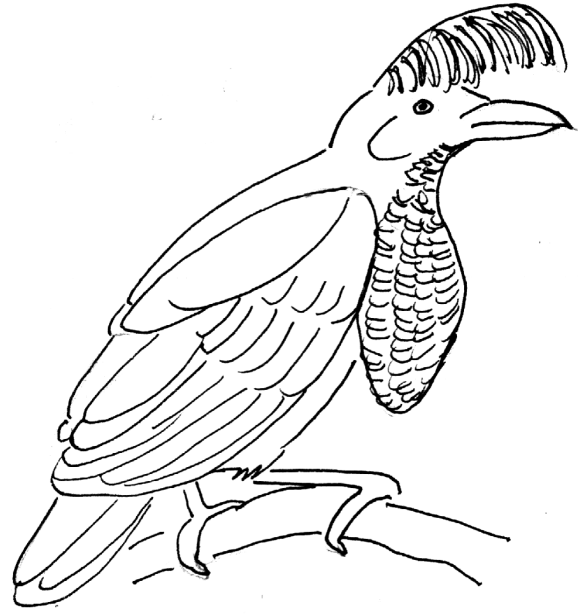
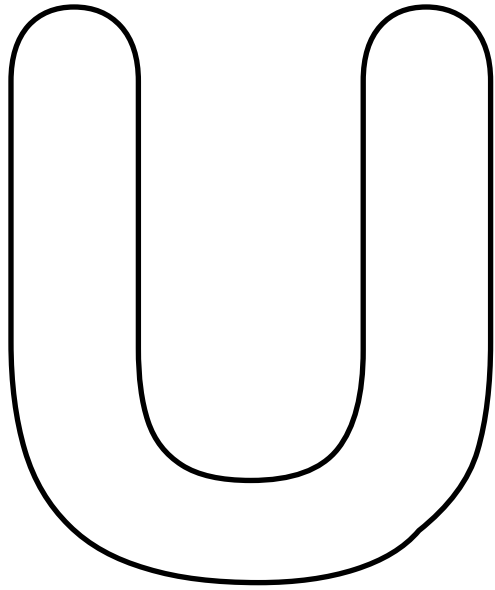


turtle

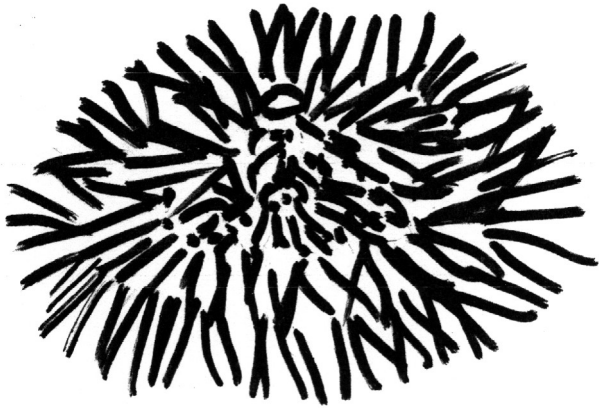


tuna





umbrella bird

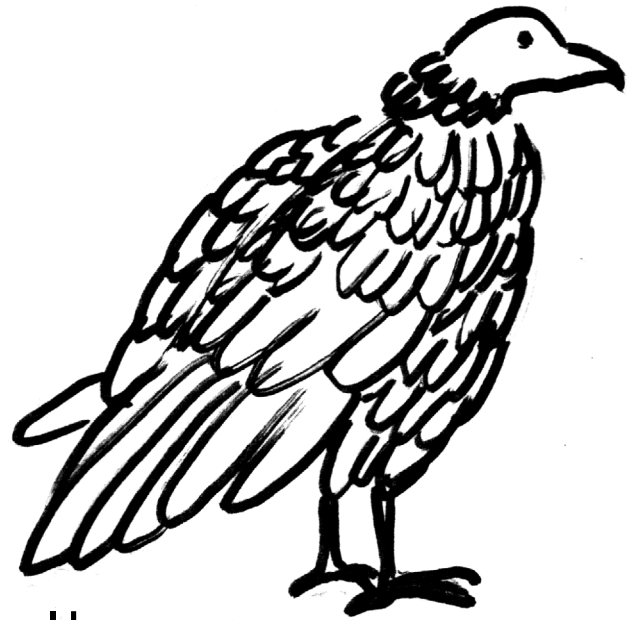
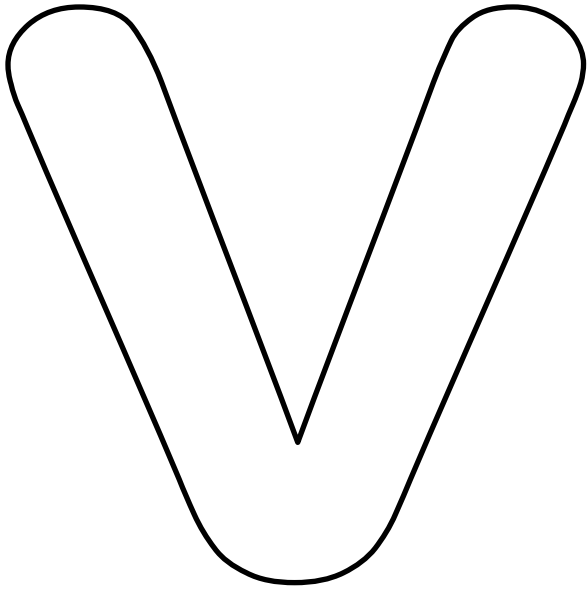


urchin

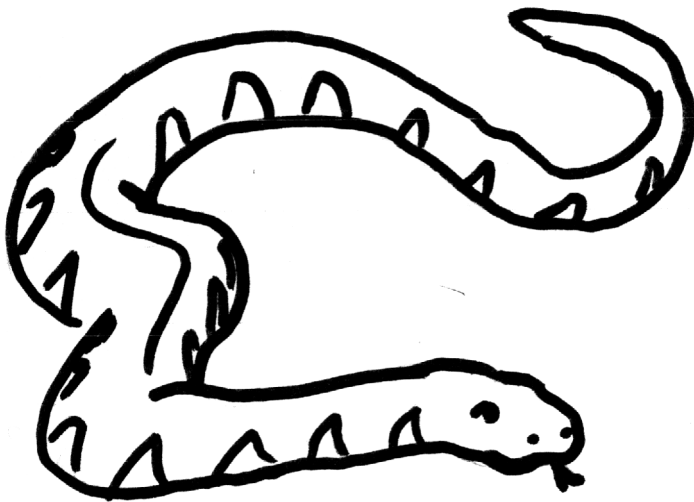


uakari

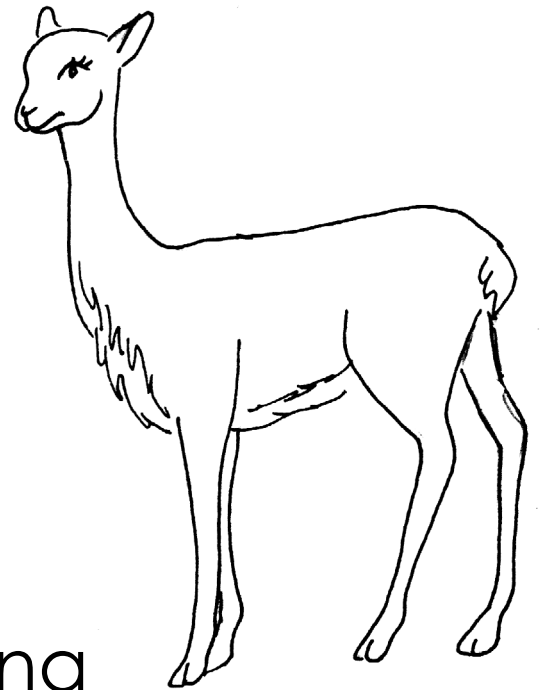
u



vulture

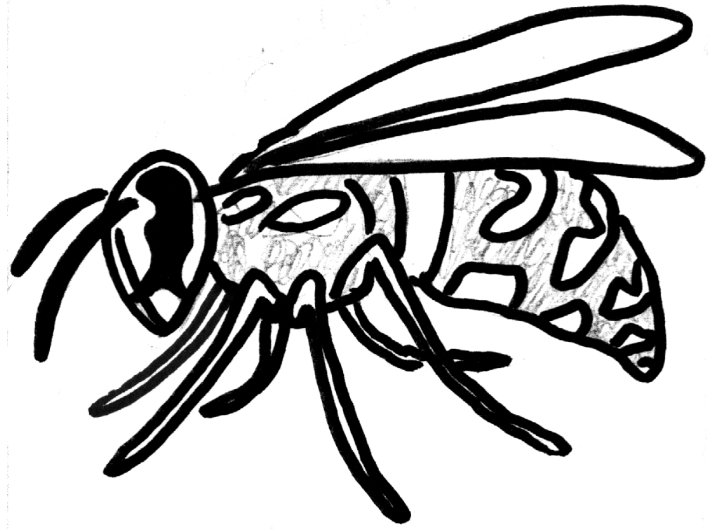
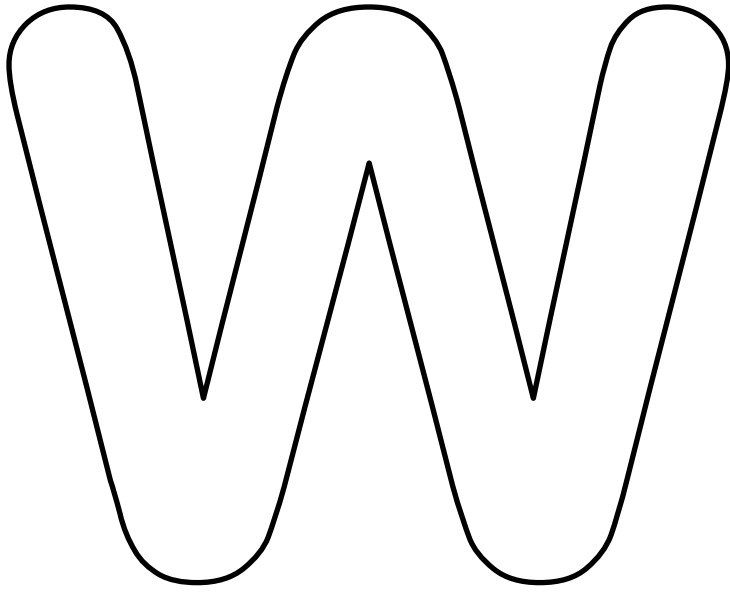


viper

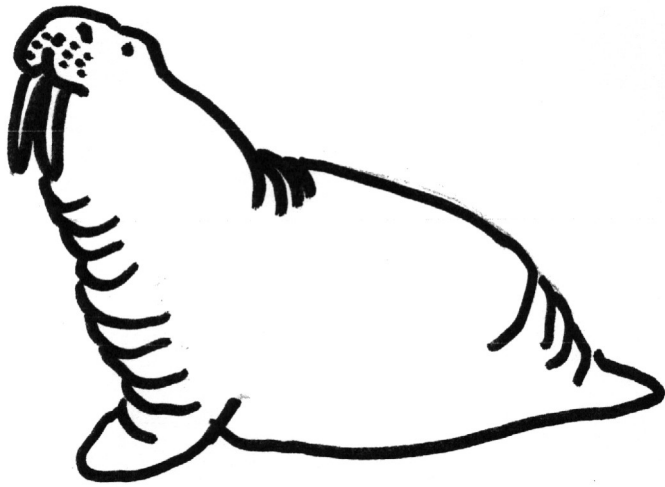


vicuña

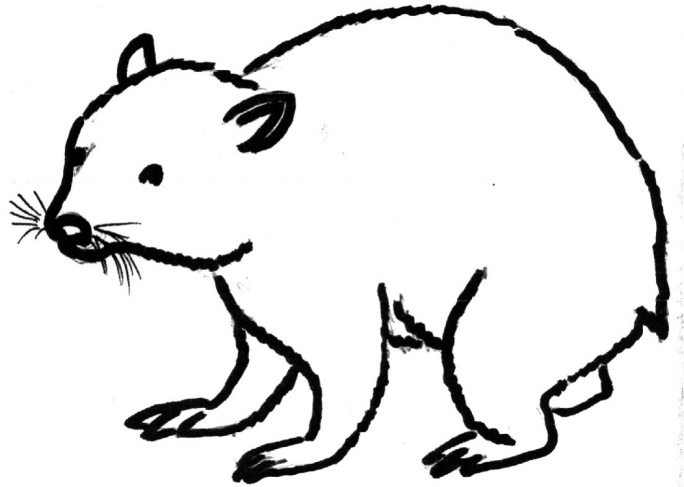
V



wasp

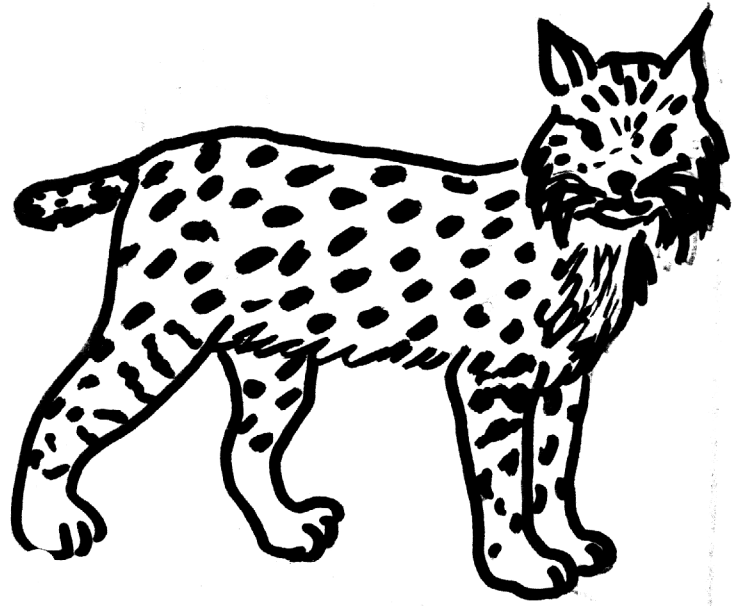
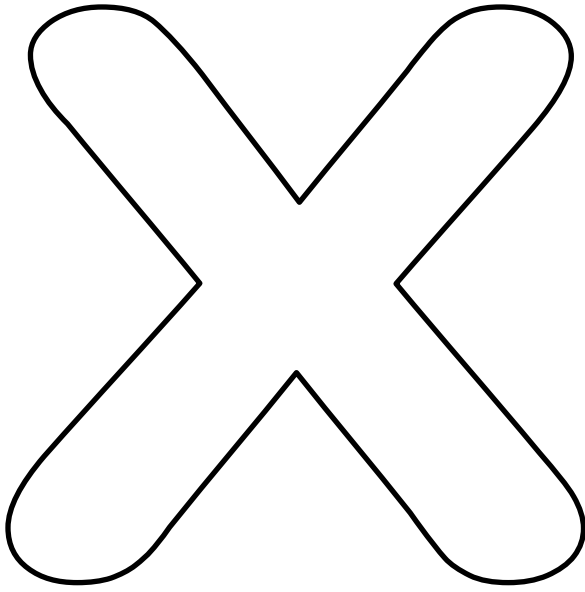


walrus



wombat

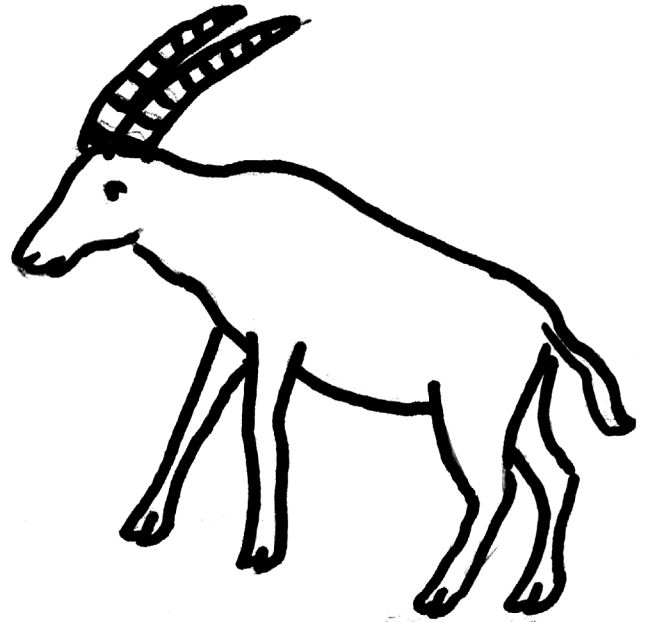
W



lynx

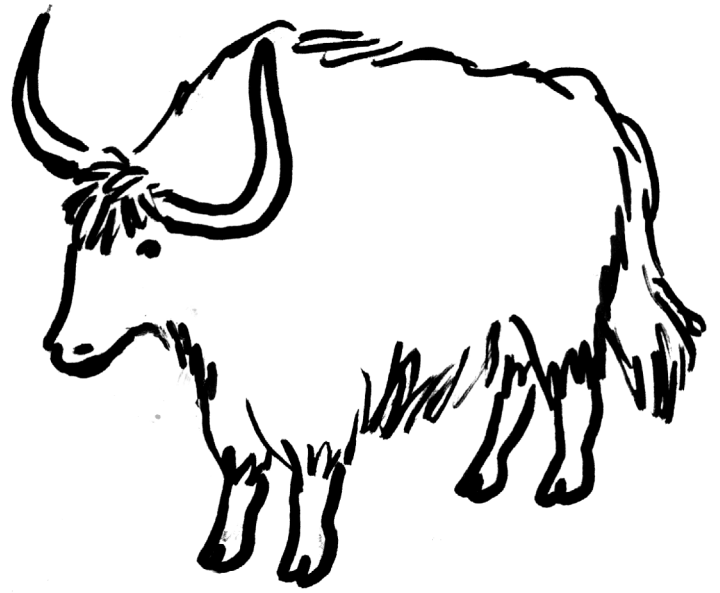
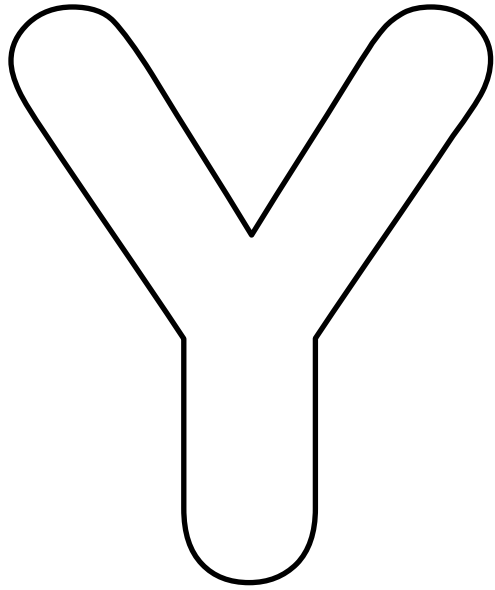


musk ox



ibex

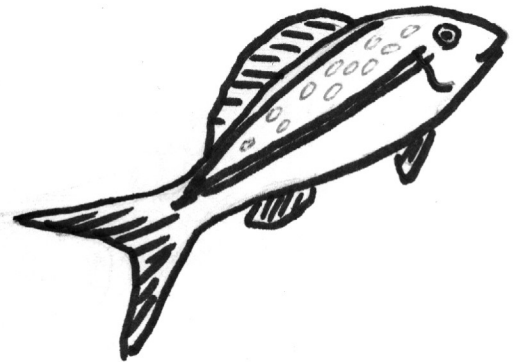
X



yak



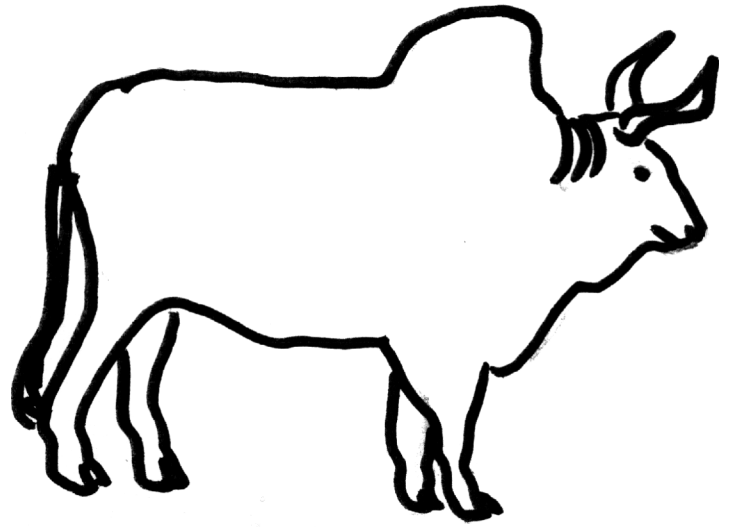
yapok



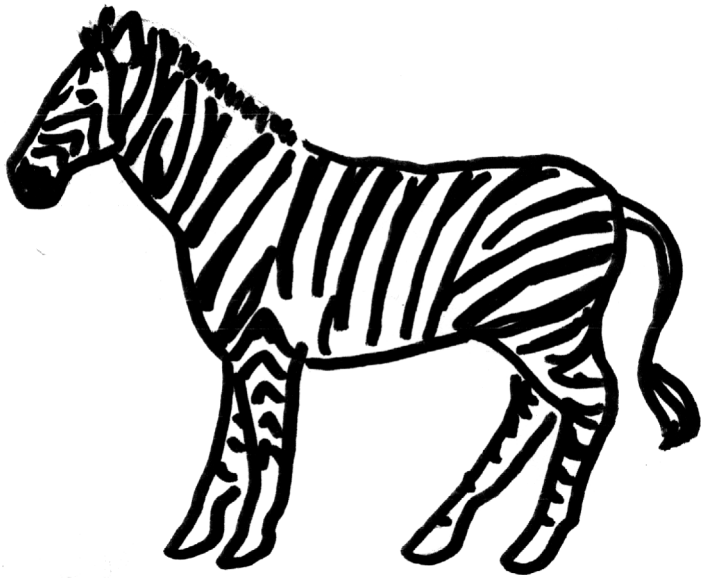
yellowtail snapper

y

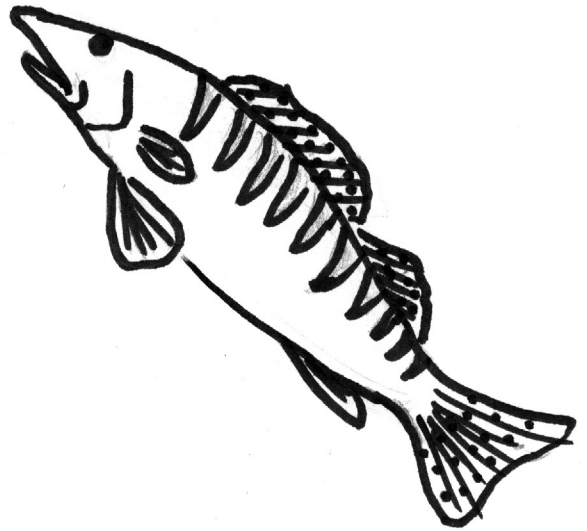
Z



zebu



zebra



zander

Z

Animal Alphabet Options

I had several goals in mind when creating this resource: a) as much as possible I tried to use words that would be easy, phonetic, and short vowels (obviously not always possible); b) I tried to use a variety of animals from different classifications; c) I tried to use animals of which I thought I could make some reasonable likeness; d) obviously, I tried to use every letter in the alphabet.

1. Cloth blocks: trace with pencil, then with fabric paints or markers, the pictures and letters onto fabric squares (adding seam allowances)—use a fabric you can see through, then interface it. If you use one letter and 3 animals, add 2 more blocks of gingham or an interesting print. Sew the fabric squares into blocks, leaving 2 sides open to stuff in foam cubes. Finish stitching by hand. If 4" foam isn't available, the patterns can be reduced for 3" foam cubes. (Buy a large piece of foam, mark it, and cut it with a serrated knife). If you plan to transfer the patterns using iron-on transfer, omit the words, as they will come out backward.
2. Animal cards to compare/sort/classify: copy the sheets onto cardweight, and cut the animal squares apart. They may be sorted alphabetically, by size (small, medium, large—smaller than me or my pet, about the same size, or larger than), by animal classification (insects, reptiles, mammals, mollusks, echinoderms, coelenterates, cephalopod, birds, fish, amphibians, marsupials, arthropods), by mode of movement (fliers, swimmers, hoppers, crawlers, etc.), by body parts (hooves, fur, feathers, fins, etc.), egg-layers vs. live births, where they live, what they eat (carnivores, herbivores, insectivores, scavengers), zoo/wild animals vs farm or tame animals or pets, animals whose products we eat, etc. Mammals may be classed as primates, dog relatives, cat relatives, and so forth. Additionally,
 - draw cards from a “hat” for animal charades (what sounds do they make?)
 - older children may research and report on the animals
 - older children may create a food chain or web
3. Animal Alphabet booklet. Color one page per day, or weekly. Practice writing especially the lower case letters, which are used the most in writing. The upper case letters may be decorated creatively. Collect the pages, add a front and back cover, and staple together.
4. Quilt: Use small squares or large squares (4 of the small squares), add seam allowances. Five by six makes 30 squares—26 letters of the alphabet, plus a block for the entire alphabet to begin with, a personalized block in the middle, a “Now I know my abc’s . . .” block at the end, and a fun bonus block somewhere. Plain or print fabric can be used between the blocks and around the edges to make the quilt the right size.
5. Learning to read: the child should know the basic sounds of the letters (short vowels). (While the younger child learns abc’s, the older one can use the same pages as part of learning to read.) There are several options for “playing” with the letters—alphabet cereal, cookies, rubber stamps and stencils, make your own letter cards on 1"x2" pieces of paper, word wheels and word makers, and so forth.
 - A week—practice making words with –ant, and –asp. Change them to –and, and –ask.etc.
 - B week—practice making –at, -it, -ot, -ut, -ad, -ed, -id, -od, -ud, -ug, -ag words.
 - Intro “ck” and “or”
 - C week—continue similarly
 - D week—note that “g” followed by “e”, “i”, or “y” usually has a “j” sound (similarly, “c” followed by “e”, “i”, or “y”, usually has an “s” sound
 - the same as in Spanish and French)
 - E week—“long e”, “long u” (don’t use egg or leg for “short e”, because we often say “lāg”)
 - F week— “sh”, “y” sometimes has a “long i” sound (what words rhyme with “fly” ?)
 - G week—double consonants usually mean the previous vowel is short, what rhymes with “gull”? (Now you know how to read all those words!)

H week— “er”, “silent e” at the end of a lot of words

I week— “gu”, “long I”

J week— “y” sometimes has a “long e” sound, especially at the end of words: jelly, pretty;

K week—foreign words often have different pronunciations, and people often pronounce the same words differently, depending on where they are from; “oo” often sounds like “long u”, sometimes “i” can have a “long e” sound, “long o” (in English, when 2 vowels are together, the rule is for the first one to “say its name, and the second one is silent”—however, there are many rule breakers, especially words of foreign origin, and English is really a conglomeration of foreign influences all through its history!)

L week— “a” can make a “short o” sound; “llama” in English is “lama”; in Spanish, it’s “yama” or an equivalent; continue reinforcing past lessons

M week— “ink”, “th”, “-ay”

N week— “au”, “-ew”, and “wh-” (should use breath; we don’t always pronounce it that way, as in “whale” and “wheel”, but if we do, it can help our spelling)

O week— “-ow” as in “how” (what else rhymes?)

P week—continue reinforcement

Q week— “qu” in English sounds like “kw”, but “quetzal” is Spanish, so it’s just a “k” sound; “When 2 vowels go walking, the first one does the talking”; or, “When 2 vowels are together, the first one says its name, the second one is silent”. (Though there are lots of rule breakers, these clues will help with a lot of words.)

R week—Another often broken rule, that may still help as a clue: usually if there is only one consonant between two vowels, the first one is “long” (says its name). (What rhymes with “spide”? “ride”, “wide”, etc.—note “silent e” at the end.)

S week— review 2 vowels together, and other “ea” words; “-ar”

T week— “ur”; “long u”; “u” beginning a word sometimes sounds like “yu”; what rhymes with “tune” (tune the tuna!)?

U week— “ch”, “ir” , (“uakari” is pronounced “wa” like water, “car” like car, “long e”)

V week— “-ture” (maybe also “-tion”); “ul”

W week— “al”, etc.

X week—where is the “x”? Usually when a word begins with “x”, the “x” sounds like “z”. But not very many words begin with “x”, so it makes more sense to learn the “ks” sound .

Y week—Usually when “y” begins a word, it sounds like in “yellow”; but when it’s at another place in the word, especially at the end, it might sound like “long e” as in “pretty”, or “long I” as in “fly”; sometimes it even has a “short I” sound, as in “gym”.

“ow” sound as in “yellow” (note “how now?” vs “show the crow”)

Usually in English, an ending “k” sound is spelled “ck”.

Z week—reinforcement practice