



ALL ABOUT

A Is for Arthur!

Arthur is pleased that the initial of his first name also begins the alphabet. As they create simple rebus sentences, children will enjoy exploring letters, letter sounds, and alphabetical order.

Materials

- ARTHUR art (see page 10)
- blank sentence strips (one per child)
- large index cards
- markers
- pocket chart

Preparation

Copy and enlarge *Arthur* and *apples* pictures (see pages 10–11). Make these additional letter and word cards: *A, is, for, who, likes*. (You may also want to create a second sentence pocket chart using *B, Buster, and bikes*.) Prepare a chart-sized class roster, alphabetized by children's first names.

Teacher's Tip

In the days before the activity, read several alphabet books with your class. Explore the connection between the letter featured on each page, the illustrations, and the words.

ARTHUR Books and Programs

- A, B, C, Reach for the Stars* ★
- Arthur Goes to School* ★
- Arthur's Spelling Trubble* ☆
- Arthur's Teacher Trouble* ★

Read All About It

- A, My Name Is Alice*, Jane Bayer
- Alfred's Alphabet Walk*, Victoria Chess
- Ashanti to Zulu: African Traditions*, Margaret Musgrove
- K Is for Kiss Goodnight*, Jill Sardegna

Directions

- 1 Display and read the following rebus sentence. Point out *A* on the letter card and at the beginning of *Arthur* and *apples*.



- 2 On a sentence strip, print a model sentence about yourself: *S is for Sonja who likes _____*. Ask children to suggest a word that begins with *s* to complete the sentence. For beginners, substitute pictures for *Sonja* and what she likes.
- 3 Call on volunteers to say their own first name and initial. Have them locate and read their names on the roster. Challenge children to think of things they like that begin with the initial of their first name. Which one would they choose to complete their sentence? For ideas, children can also refer to alphabet books or a picture dictionary.
- 4 Have each child make a sentence strip like your model using their own names. Display children's sentences on the board or wall in alphabetical order. Have students read their own, and then read them all as a class. Are any letters missing? Fill in the gaps with sentences about imaginary people and preferences. Post the roster for use throughout the year.

Take It Further

Review the alphabet by having students line up in alphabetical order while displaying their strips. Ask for volunteers to make the shape of their initial letter using body language. Older students may enjoy learning the American Sign Language sign for their letter, available in many dictionaries and encyclopedias.

Home/School Connection

Have students copy their sentence strip to take home. Ask them to have family members make up sentences to go with their names and display them at home in alphabetical order.

