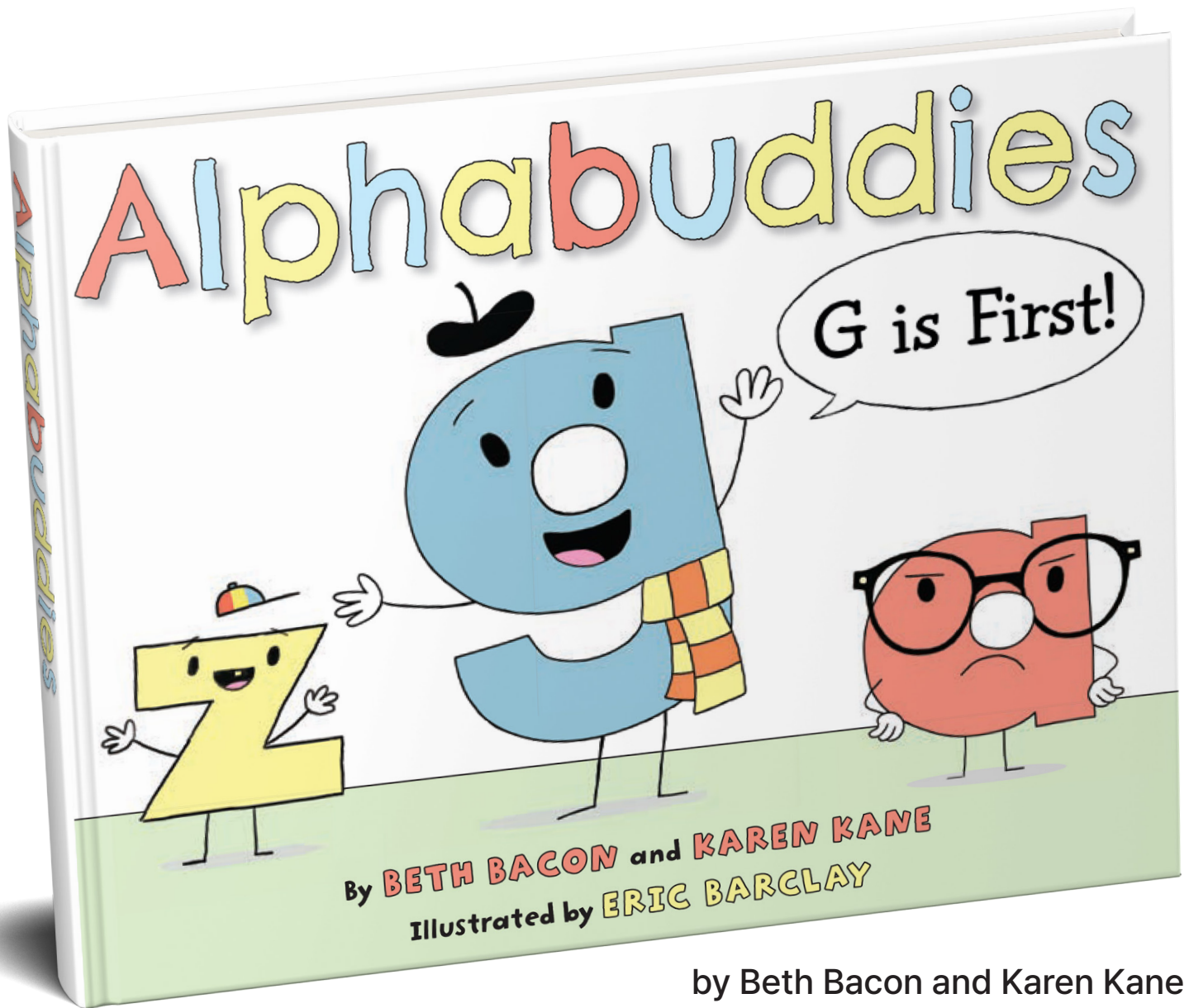


TEACHING GUIDE FOR



by Beth Bacon and Karen Kane
illustrated by Eric Barclay
published by HarperCollins

**Includes lessons for
Social Emotional Learning and
Academic/Cognitive Learning**



Social Emotional Learning

Read aloud the story to your students and simply enjoy it! When you read it again, use these questions for class discussions.

Here are some questions to consider when you re-read.

- Why can't "g" be first?
- Could "g" ever be first? Why or why not?
- Why do you think "g" is so upset?
- Why do you think "a" wants to stay first?
- Can you think of a time when you were first or last? How does it make you feel when you are first, or last, or in the middle?
- Suppose today you are the first person in line, but tomorrow you won't be first. How does this make you feel?
- Why can't you always be first?



"I'm still important. Even if I am last."

Social Emotional Learning

"We all have to take turns."



Here are some scenarios to aid in your discussion.

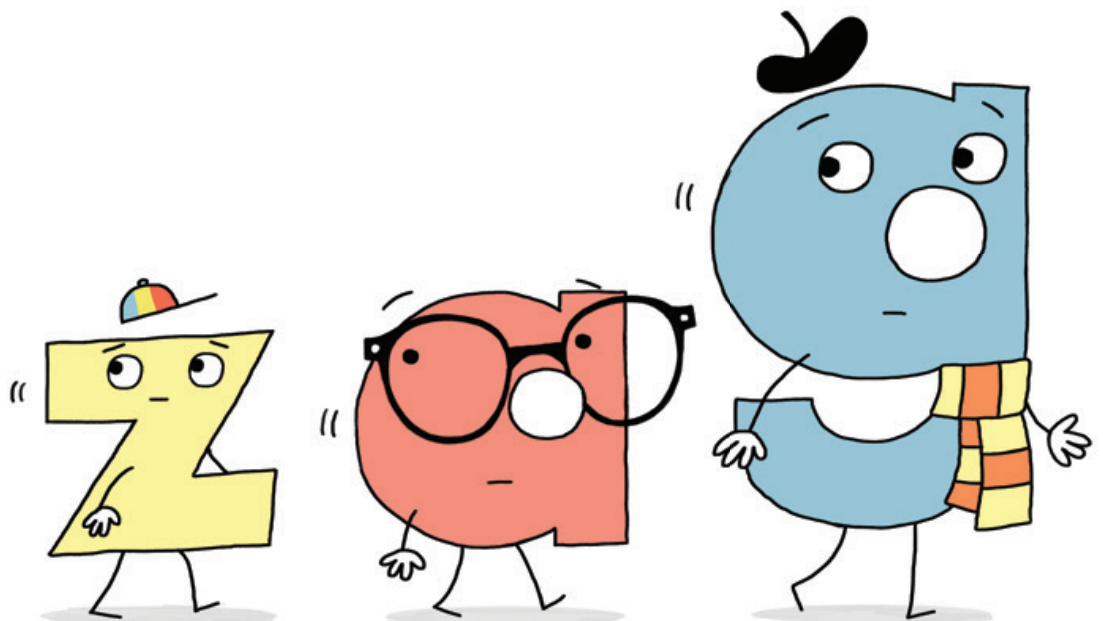
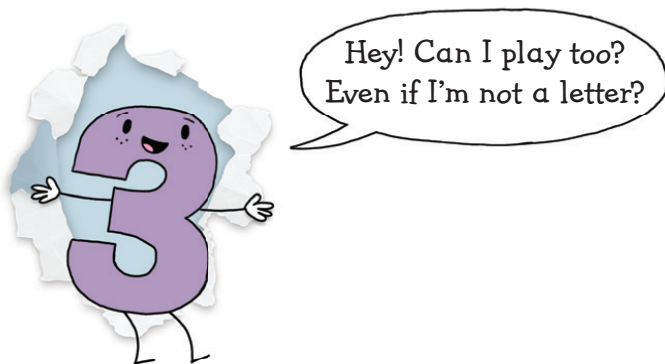
- Suppose you are swimming in a race. Would you want to be first or last? Now suppose you are swimming in a relay, where each person swims part of the race. Would you want to be the first person to start the relay or the last person to end the race?
- In the piñata game, people take turns trying to break open a cardboard piñata until the candy and toys fall out. Do you want to be the first person to start? Or the last person who breaks it open?
- At a party, do you want to be the first person to get a piece of cake? Or do you want to be the last one to get a piece of cake?
- How does it feel when someone cuts in front of you in line?
- Does it really matter if you are first or last?

Reading Skills

Here are a few activities that are appropriate for the early literacy level.

Get ready for the letter and number activities!

- For each student, print out one copy of pages 9 – 13 of this document.
- Make envelopes to hold the letters by folding page 13 along the dotted line. Tape or staple the marked sides to form a pocket. Students may write their names on the envelope and color the picture.
- Cut out the letters, numbers, and empty squares found on pages 10 – 12.
- Place the letters, numbers, and blank squares in the envelope.
- You may make copies of page 9 for the drawing activity on page 8.



Reading Skills



Letter and number activities

Ask the students to try these activities using their envelopes containing letter, number, and empty square cut-outs (found on pp. 10-12).

- Find just the numbers.
- Find just the upper case letters.
- Find just the lower case letters.
- Put the letters in alphabetical order.
- Arrange the numbers from 1 to 10.
- Find the letters that make up your name. If your name has more than one of the same letter, then write the letters you need on the blank squares.
- Can you make some sight words with your letters?

Reading Skills

“Before Or After” game

- The teacher pulls out a letter from the envelope (for example, H).
- The teacher pulls out a second letter (for example, R).
- The teacher asks, “Does this letter (R) come before or after (H)?”
- The students offer answers: “The letter R comes after the letter H.”



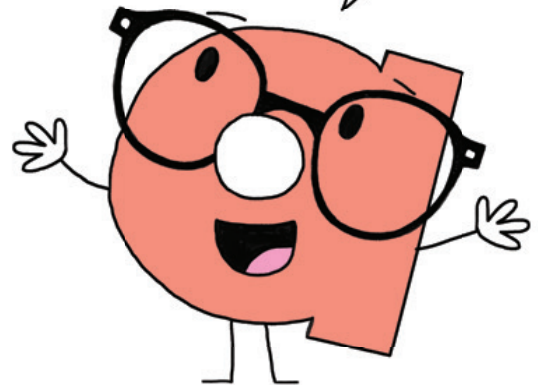
The themes of book lend themselves to many cognitive learning concepts.

Let's think about letters!

Look at the shape of the letter "g." This book's illustrator made the letters look like humans with eyes, mouths, clothing and limbs.

Imagine the letter "g" without his scarf. What do you notice about the shape of the letter? Does the letter "g" look like another letter in the story? (Answer: "g" looks similar to "a," but has a long, curling tail.)

Does the letter "g" remind you of any other letters in the alphabet? Students may find that "g" looks like a "q" with a backward tail, or point out other letters with similar aspects, such as "b," "d," or "p."

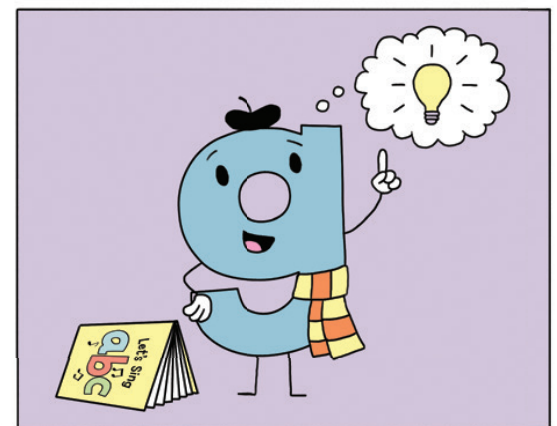
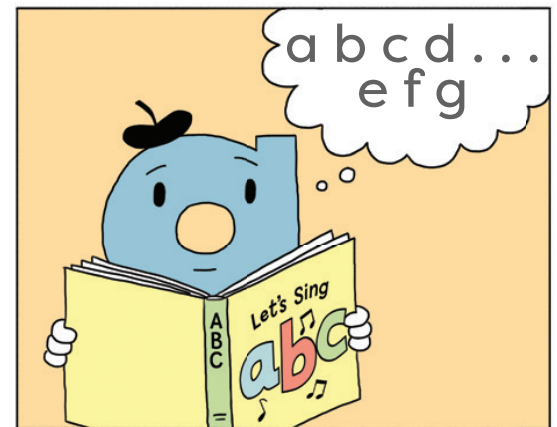


Reading Skills

Below are some more learning concepts to share with your students.

Let's think about letters!

- Sing the alphabet song as a class.
- Now, name the letters of the alphabet, and then say the sound they make. (For example: "A: ah or aye. B: buh. C: ss or kk. D: duh...")
- Some letters have similar sounds. Can you think of some examples? (For example: "c" sometimes sounds like "k".)
- Some letters have similar shapes. Can you think of some examples? (For example: "w" looks like two "v's"; "b" is similar to "d".)
- The letter "a" is not only a letter, it is also a word that has a similar meaning to the word "the." Can you think of another letter that is also a word? (Answer: the letter "I" has a similar meaning to the word "me.")



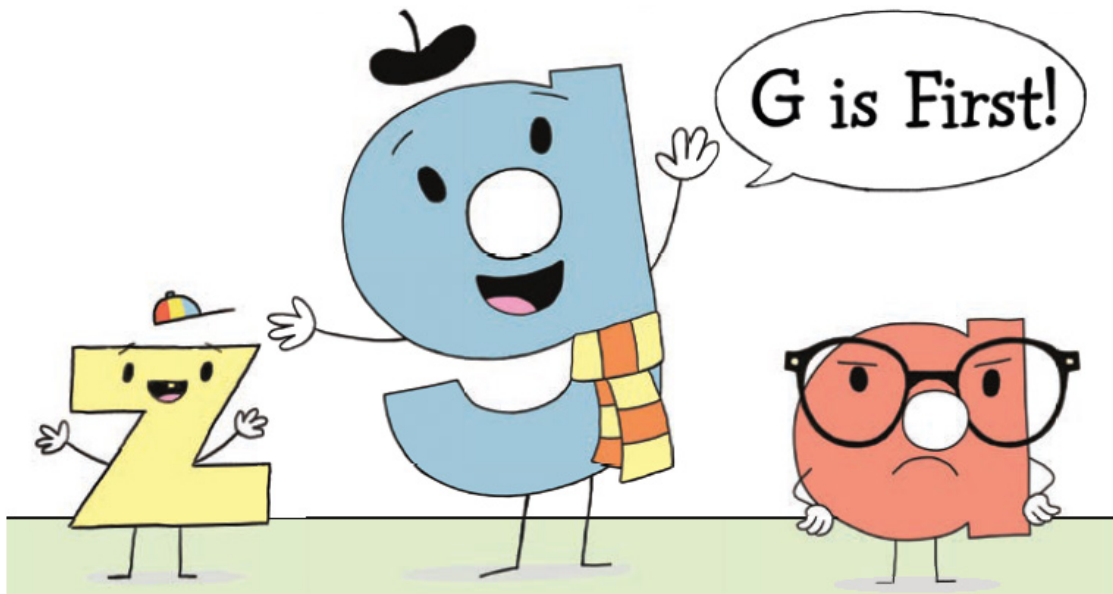
Creative Thinking

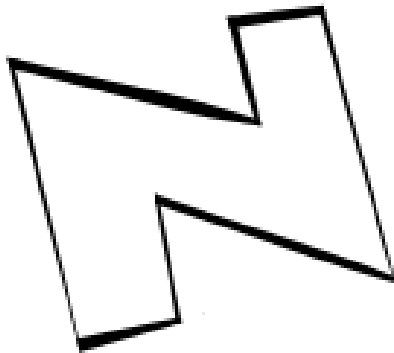
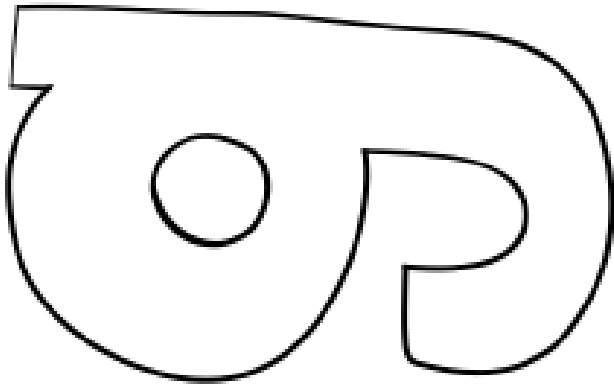
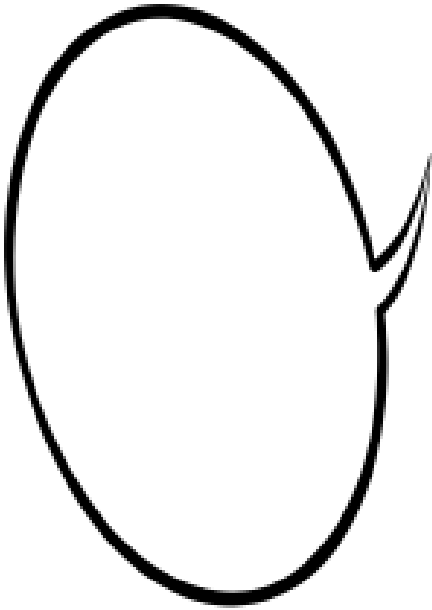
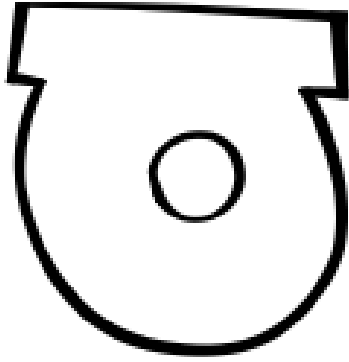
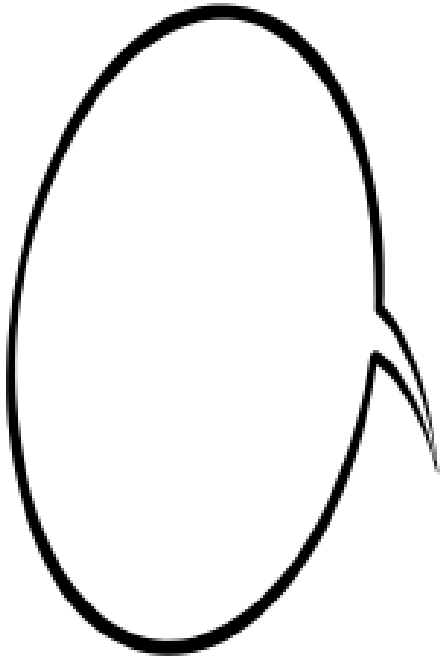
Drawing activity

The illustrator of the book **Alphabuddies: G Is First!** made the letters "g," "a," "z," and the number "3" look like people by adding eyes and mouths, arms and legs, glasses and clothes.

Look at the letters outlined on the following page. How would you turn these outlines into characters? What expressions would you give them? Add your own eyes, arms, legs, glasses, hats, scarves, or clothes.

You may also make the letters speak by writing words inside the voice bubbles.





Alphabet Cut-Outs

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

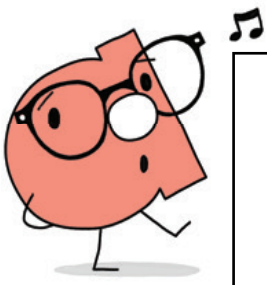
V

W

X

Y

Z



| | | | |
|---|---|---|---|
| a | b | c | d |
| e | f | g | h |
| i | j | k | l |
| m | n | o | p |
| q | r | s | t |
| u | v | w | x |
| y | z | | |

Number Cut-Outs

1

2

3

4

5

6

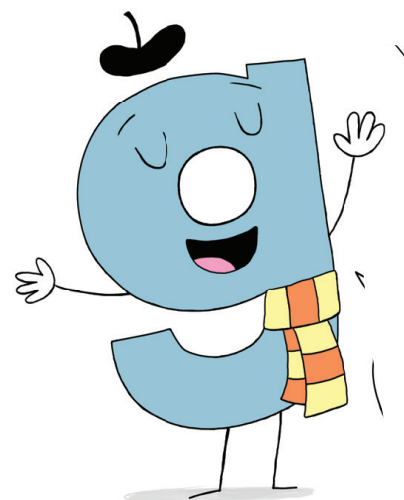
7

8

9

10

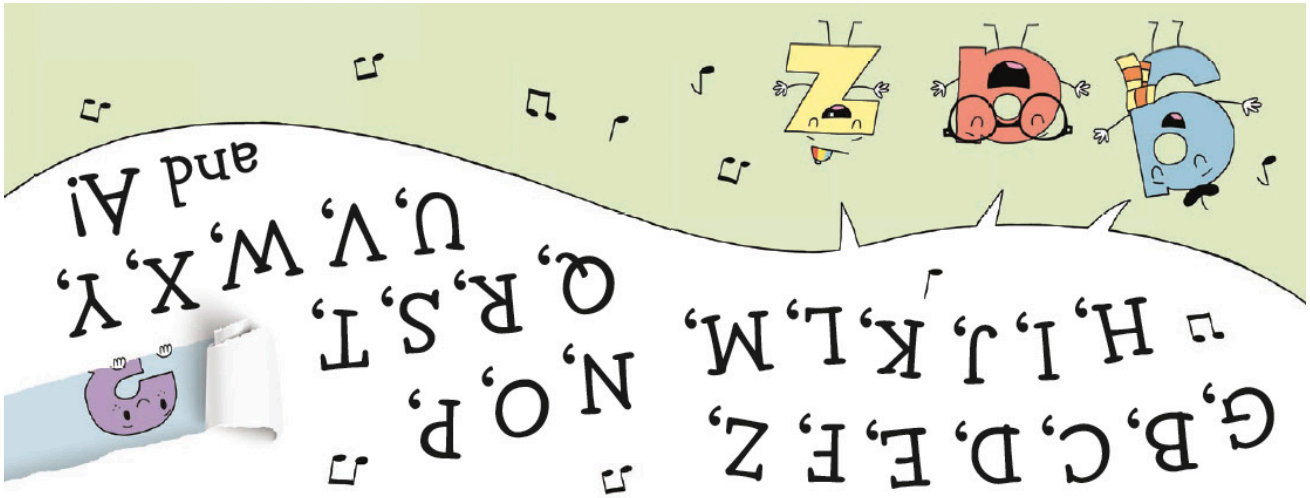
Extra Letter Cut-Outs



These letters and numbers belong to _____.

fold here

tape or staple here



tape or staple here

My letters and numbers.