



Lesson Plan 3: Uppercase Alphabet Introduction

Lesson Overview: In this lesson, students review the uppercase alphabet and distinguish between the lowercase and uppercase alphabet.

Lesson Objectives

- Students will identify and distinguish between uppercase letters.
- Students will identify and distinguish between lowercase and uppercase letters.

Materials and Setup

Technology/Equipment

- An Internet-and audio-enabled computer, projector, and screen

Supplies/Teacher Materials

- Whiteboard and markers
- Large Lowercase Alphabet Flashcards and student sets of Small Lowercase Alphabet Flashcards (from Lesson 1)
- Teacher Materials 3.1: Large Uppercase Alphabet Flashcards
- (Optional) Teacher Materials 3.2: Uppercase Letter Bingo Cards
- (Optional) Bingo markers such as paperclips or beans

Student Handouts

- Handout 1: Uppercase and Lowercase Alphabet
- Handout 2: Small Uppercase Alphabet Flashcards. *Before class, the teacher will need to cut out the flashcards and create individual sets secured with a rubber band or small plastic storage baggie.*
- Handout 3: Let's Talk Worksheet
- Handout 4: Capitalize or Not Worksheet
- (Optional) Handout 5: Alphabet Tracing Uppercase 1
- (Optional) Handout 6: Alphabet Tracing Uppercase 2

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for Lesson 3 Vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Keyboarding Practice:** At the beginning of class as a review of lowercase letters and the phone keyboard, have students send a text to themselves or to your Google Voice number three things that they do every day. With beginners, brainstorm as a class to come up with 3 activities they all do every day and write them on the board so students can copy them. Act out the activities if necessary so students understand (eat, drink, drive, talk, sit, etc.).

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Standards

Adult English Language Proficiency Content Standard(s)

- 8.1. Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet
- W1.1: Write the letters of the English alphabet
- L1.1: Recognize and distinguish between the various sounds of English
- S1.1: Demonstrate accurate pronunciation of the various sounds of English

Seattle Digital Equity Initiative Skill(s)

- None for this lesson

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- None for this lesson

Key Vocabulary

- uppercase
- capital letter
- big letter / small letter
- Do you have? No, I don't / Yes, I do
- specific / general
- city, state, country
- *Reinforced vocabulary:* alphabet, text/texts, phone, lowercase letter/s, spell, name, flashcards

ENGAGEMENT

- Review the lowercase alphabet using the set of large lowercase alphabet flashcards from Lesson 1.
- Ask a student: How do you spell your name? Write it on the board in all lowercase letters.
- **Say:** In English, letters have two forms: Last class we practiced lowercase letters or small letters. This is a small letter [a]. (Show the lowercase [a] flashcard.)
- **Say:** Today we are going to practice uppercase letters. Uppercase letters are also called capital letters or big letters. This is a capital letter [A]. (Show a large uppercase [A] flashcard.) They are both the letter [a]. When do we use capital letters?
- **Say:** In English, names start with a capital letter. So, for the name [on the board], we change the first letter to a capital letter. Change the letter on the board.
- Repeat with another student.
- **Say:** Today we are going to practice the alphabet with uppercase and lowercase letters.
- Use the large lowercase and uppercase flashcards to show students each letter in both uppercase and lowercase displayed side-by-side.
- Distribute **Handout 1: Uppercase and Lowercase Alphabet** to students.

NOTES

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- Point out on Handout 1 that one side has uppercase, or capital letters. The other side as the matching lowercase, or small letters.
- Students should use **Handout 1** to help them when they play the alphabet games that follow in the next section.
- If desired, you can point out the letters that are consonants and the letters that are vowels on **Handout 1**.

EXPLORATION

- Pass out one set to each student of **Handout 2: Small Uppercase Alphabet Flashcards**.
- Ask students to take out their set of small lowercase alphabet flashcards from Lesson 1. (You may want to have additional sets available in case students forget their flashcards.)
- Have students form pairs.
- Have students play Go Fish to match uppercase, or capital letters, with lowercase, or small letters.
 - Tell students to shuffle (demonstrate) one set of lowercase and one set of uppercase flashcards.
 - Students need to pass out 5 cards each.
 - The remaining cards should be placed face down in a stack.
 - Students look at the letters in their hand.
 - If a student has a lowercase letter, they ask for the matching uppercase letter.
 - If they have an uppercase letter, they ask for the matching lowercase letter.
 - Example. A student has a lowercase [a]. They ask “Do you have a capital letter [A]?” The other student will say:
 - Yes, I do, (and will give their card to the student who asked for it)
 - OR
 - No, I don’t, Go Fish (and the requesting student will draw a card from the deck).
 - Students lay down their matches of lowercase and uppercase letters.
 - The first student with no cards wins.
- For students who have limited English language and no prior experience playing Go Fish see alternative games at the end of the lesson in the *Differentiation Strategies to Meet Diverse Student Needs*.
- Teacher Note: Assess how much practice will be needed for students to master uppercase and lowercase letters. You may need to repeat this lesson using different games to reinforce the uppercase and lowercase alphabet. See the *Differentiation Resources to Meet Diverse Learner Needs* section in **Lesson 1** for a list of games.

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EXPLANATION

- **Say:** In English, names start with a capital letter. Names of specific people, places, and companies start with a capital letter. Names of general people, places and things start with a small letter. For example, 'state' is general, so it starts with a small letter. Texas is specific, so it starts with a capital letter.
- Give additional examples of general and specific (store, state, country, street, etc.)
- Elicit ideas from students. For example, **SAY:** 'City' is general. What is a specific city?

ELABORATION

- **Say:** Let's talk!
- Distribute **Handout 3: Let's Talk Worksheet**.
- Model how to complete the chart.
- Have students talk with as many people as possible to complete the worksheet.
- Check to see if the proper nouns are capitalized.

EVALUATION

- Distribute **Handout 4: Capitalize or Not Worksheet**.
- Students complete the worksheet.
- Students compare answers with a partner.
- Teacher checks the exercise and makes corrections.
- Alternatively, for classes with lower-level English learners, complete the worksheet as a whole group activity.

Differentiation Resources to Meet Diverse Learner Needs

- If students have no or low first-language literacy, or come from a non-Roman alphabet, limit the number of letters introduced to 7 per lesson. That is the average number of new items an adult can remember at a time.
- There are tracing sheets for students who need practice writing the letters (**Optional Handouts 5 and 6**).
- For the activity where students give you the appropriate flashcard as you spell your name, you can limit the cards you provide to students to those in your name, or with a few extras, depending on the level of literacy of your students.
- An alternative to playing Go Fish in pairs is to play as a whole classroom. This may be easier for students with limited English who are not familiar with Go Fish. Demonstrate to students as you give them the following directions:
 - Each student shuffles their set of large uppercase alphabet flashcards.
 - Each student chooses 5 cards from the set to keep in their hand and place the other cards face down in a stack.
 - The teacher displays and calls out an uppercase letter from the set of large uppercase alphabet flashcards.

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- If the student has the matching lowercase letter, they place the card face up in front of them.
- If the student does not have the matching lowercase letter, they Go Fish by taking a card from the stack.
- The first person with no cards left is the winner.
- If students need more practice matching lowercase and uppercase letters, play Bingo using the optional **Teacher Materials 3.2: Uppercase Letter Bingo Cards**. Display and call out lowercase letters using the Large Lowercase Letter Flashcards from Lesson 1. Paperclips or beans work fine for Bingo markers.
- If you need to repeat this lesson to add new letters, there are a variety of alphabet games you can play. See Lesson 1 for a list of games. Additional alphabet games are also available in [Hands-On! A Collection of ESL Literacy Activities](#).
- Text these links to students for them to do alphabet practice on their phones:

Uppercase Alphabet

- Read and Listen to the Letters of the Alphabet
<https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/the-alphabet-vocabulary.html>
- Listen To and Write Uppercase Vowels (*pronunciation of the Z is incorrect*)
<https://agendaweb.org/exercises/grammar/alphabet/vowels-write>
- Fill in the Missing Uppercase Letter
<https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/english-alphabet-gap-fill.html>
- Sequence Uppercase Letters
<https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/english-alphabet-sequence-upper-case-letters.html>

Uppercase and Lowercase Alphabet

- Match Uppercase and Lowercase Letters
<https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/the-alphabet-picture-quiz.html>
- Trace Letters on a Touchscreen
https://www.abcya.com/games/letter_trace