

Introduction

Welcome to the second collection of “Letter Getters”, featuring 100 new activities. Ever since we published our first Letter Getter book, we’ve heard the same question over and over again: “When will you do another one?” Well, ask no longer here it is!

Let me begin by thanking those of you who have been kind enough to tell us about the creative ways you have used the activities in the first book. Some of you have featured them as posters, often displaying several at a time. Others have used them as centres, or as a way of sparking group discussions.

For those of you who are not familiar with “Letter Getters”, here’s how the concept works. First, you’ll find a set up sentence or sentences and a lively illustration. The idea then is to finish the thought with words that start with the letters that are already provided.

The set up sentence is, of course, very important. You could ask youngsters to come up with as many sentences as they can that start with the letters a b c. (Aunt Beth called. A baby cries.) But that would be little better than busywork. Providing a structure and requiring children to work within it is what turns a relatively simple concept into intellectually rewarding work.

Here are three “Letter Getters” from this book. Try doing them. The answers, if you need them, can be found near the back.

*I spent two hours doing a jigsaw puzzle, and wouldn't you know it? I'm missing ...
t l p*

Sometimes I prefer baths to showers especially when I don't want... t g m h w

I looked in the cabinet for a glass but couldn't find one. All... t g w d

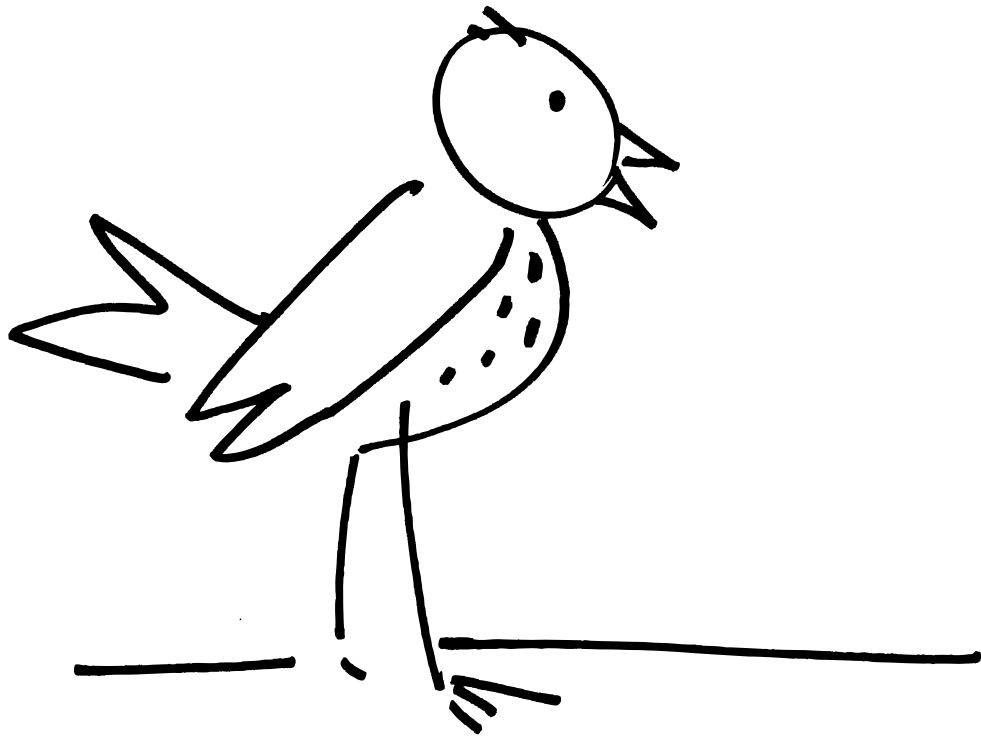
How did you go? There’s an “aha!” factor as you solve each word puzzle, isn’t there? But entertainment isn’t the only reason to have the book in your educational library. The activities help sharpen several important skills.

Most obviously, “Letter Getters” motivates children to read and write by encouraging them to move around in the language. To be successful, they must select words that are appropriate in the context of a given sentence or paragraph.

For example, in the third sample activity, it’s crucial that children pay close attention to the word “all,” isn’t it? That one word tells them that the rest of the sentence calls for a plural response, “All the glasses were dirty.”

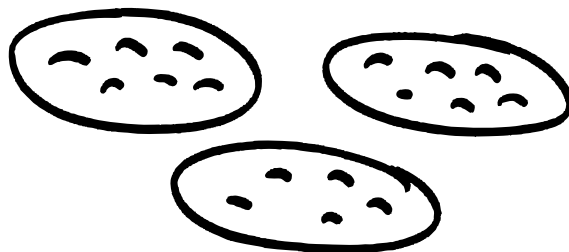
In addition to providing experience with language, “Letter Getters” demands another important skill: deductive reasoning. To use the dirty glasses example again, children must deduce that only clean glasses would be in a cabinet, and that’s why all the other ones must be dirty.

By the way, if a student comes up with a different answer that tracks logically and can be defended, that’s fine too. In the dirty glass example, a student might answer, “All ten glasses were dirty.” Great! That’s creative, flexible thinking and it works within the context of the clue.



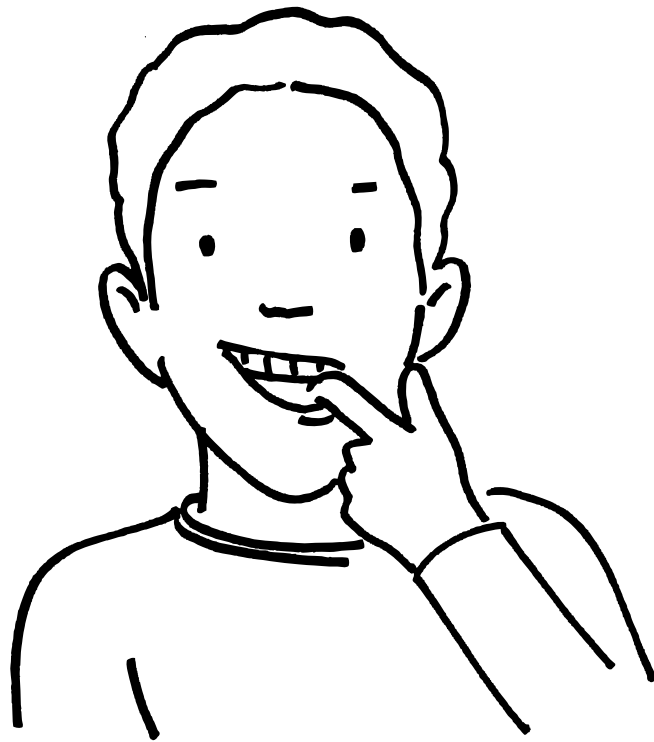
“Give me some seeds.”
This is one thing you
might hear if ...

b c t



There are just three biscuits left. You take one, I'll take one, and we'll split ...

t l o



I am going to the
dentist today. I hope I ...

d h a c