Chapter 1 : â€ŽLetterSchool - Block Letters on the App Store

Get this from a library! The Alphabets go to school. [Roger Knights] -- Animated letters enjoy a day of work and play at school, while spelling the words for the things they do there.

With over 31, high quality printables exclusively for our Members - and more added nearly every day - you can always find something fun to give to the kids! Find out more here! Subscribe to our newsletter - news of all our latest activities delivered by email once a week. You will find an icon on the top blue menu bar of every page. Scroll down past the first few links to find results from Activity Village. This page is full of ideas for using our Alphabet Printables and Printable Alphabets for learning the alphabet, as well as for playing alphabet games. Ideas range from learning and recognising numbers and letters, to practicing alphabetical order and expanding vocabulary, so you should find something appropriate for all ages. Use our Alphabets in Scrapbooks. Make Door Signs Children love to mark their own territory with their name on their bedroom door! Depending on age they can perhaps colour and cut their own sign, which can then be laminated for durability if you wish. Or use a ribbon or string to decorate a school bag or satchel so that your child will easily identify it. Decorate Bulletin Boards Teachers will come up with all sorts of ideas for using the alphabets on bulletin boards and around the classroom. Learning the Alphabet Print out our alphabets and display it where little ones will see it all the time! You may want to choose lower case letters for the UK, as most children are introduced to these first. Go through the alphabet regularly, pointing to the letters and saying the sounds they make; of course you can also sing the alphabet song! Alphabet Race Print out some of our alphabet cards and lay them out in a row - either alphabetically, or randomly. Have a counter for each player and a dice. Put the counters at the beginning of the row and let the youngest child roll and move their counter the appropriate number of spaces. Depending on the age of the child, you can adapt the game in many ways: This game is also very adaptable for different ages, as you can assign each child a task appropriate to their age and skill. Alphabet File Folder Anagram Game Cut out one of the alphabets and place them in a never-ending path or circle, like a board game. You can place them in random or alphabetical order, and either stick them to the inside of a file folder so that you can use them again, or just place them down on a surface so that you can vary the game each time. Provide each child with a counter and a piece of paper and pencil. The children choose a letter and place their counter on it, writing the letter on their piece of paper. Now take it turns to roll one or two dice and move around the board. Wherever your counter lands, write down that letter on your paper. The first child to find a three-letter word using their letters wins. Older children can play with four or five letter words. You can also print out extra copies of the vowels and most popular consonants and use more than one of them on your "board". Scramble them up and have the child put them in the right order. You can make this game more energetic by "hiding" the cards around the room and telling the child how many cards he has to find. It is also a fun team game: Alphabet Trail Create a trail of alphabet cards around the room or house , spelling out a word or short sentence which the child will need to write down in a little notebook and present to you when he reaches the end. You can make this more difficult for older children by throwing in "extra" letters which he will need to identify and exclude. Which Letter is Missing? Lay out a set of alphabet cards in alphabetical order. While the children close their eyes, take one card away. On your command they open their eyes and identify which letter is missing. Beginning, Middle and End Use a set of alphabet cards and 3 containers bowls, paper plates etc marked "beginning", "middle" and "end". Shuffle the cards and have the child turn them over one by one and place them in the appropriate container according to their position in the alphabet. Younger children could do this with the help of an alphabet strip. Either Side Using a set of alphabet cards, turn one over at a time and try to identify as quickly as possible the letter before, the letter after, or both! Younger children could use an alphabet strip to help. Alphabetical Sort Simply shuffle up a set of alphabet cards and put them back into order as quickly as possible. How Many Words Give each player a piece of paper and a pencil, and shuffle a pack of alphabet cards. Turn the top card over and, in a given amount of time, see how many words you can write down which begin with that letter. You can control this game more by deciding after the card is turned over what the theme will be. A shorter and easier and noisier variation of the

game is to decide on a theme for the whole game, and to try to shout out an answer as quickly as possible for each letter. Perhaps the winner of each round could take a counter and at the end of the game the counters are tallied for the winner. Alphabet Magnets You can use the printable alphabets to make magnets, by laminating them and attaching magnets to the back. Change a Letter Choose a word and find the correct letters to assemble for your child. Challenge them to change the word to another by swapping one letter at a time. For example, change "cat" to "cot" to "cop" and so on. Alphabet Go Fish Print out two sets of alphabet cards you could print one set of upper case and one set of lower case if appropriate and deal five cards to each player. Place remaining cards in a stack face down in the middle of the table. Players check their hands for any pairs, and place them face up in front of them if they have any. The youngest player then asks a player of his choice whether he has a particular card. If he does, he must hand it over, and the pair can be placed on the table. The winner is the first player to put all their cards down on the table. Alphabet Old Maid You need at least three players. Print out two sets of alphabet cards, and include one blank card too. Doctor the set so that there are enough cards for each player to have between 6 and 8 cards less for younger players and the pack is made up of pairs plus the extra card - you will have an odd number of cards! Shuffle and deal out the cards. Each player checks their hands for any pairs, and places them face up in front of them if they have any. The youngest player then turns to the player on his left, and takes a card without looking at it! If it makes a pair with one in his hand, he can put it down on the table. Play continues around the circle until one player is left holding the odd card and is called the "Old Maid". Alphabet Match Up Print out and join together an alphabet strip of lower or upper case letters laminate if required. Ask your child to clip the clothes pegs at the correct place on the line. Alphabet War Print out a set of alphabet cards. Deal them evenly between two players. Players turn over the first card on their pile simultaneously, and call out if their card is closer to the beginning or end of the alphabet. They take both cards. The winner has the most cards when the pack is completed. Make two copies or how ever many you need of a set of alphabet cards. Lay the cards in alphabetical order, replacing one of the letters with the? Ask child to identify the missing letter or number. We used a small toy spider called Spot and I would ask the children "what letter has Spot eaten"? You could also spell out words and ask what the missing letter might be.

*Alphabets Go to School [Roger Knights] on calendrierdelascience.com *FREE* shipping on qualifying offers. Animated letters enjoy a day of work and play at school, while spelling the words for the things they do there.*

In the wider sense, an alphabet is a script that is segmental at the phoneme levelâ€"that is, it has separate glyphs for individual sounds and not for larger units such as syllables or words. In the narrower sense, some scholars distinguish "true" alphabets from two other types of segmental script, abjads and abugidas. These three differ from each other in the way they treat vowels: In alphabets in the narrow sense, on the other hand, consonants and vowels are written as independent letters. Examples of present-day abjads are the Arabic and Hebrew scripts ; true alphabets include Latin , Cyrillic, and Korean hangul ; and abugidas are used to write Tigrinya , Amharic , Hindi , and Thai. The Canadian Aboriginal syllabics are also an abugida rather than a syllabary as their name would imply, since each glyph stands for a consonant that is modified by rotation to represent the following vowel. In a true syllabary, each consonant-vowel combination would be represented by a separate glyph. All three types may be augmented with syllabic glyphs. These are the only time vowels are indicated. The boundaries between the three types of segmental scripts are not always clear-cut. For example, Sorani Kurdish is written in the Arabic script , which is normally an abjad. However, in Kurdish, writing the vowels is mandatory, and full letters are used, so the script is a true alphabet. Other languages may use a Semitic abjad with mandatory vowel diacritics, effectively making them abugidas. On the other hand, the Phagspa script of the Mongol Empire was based closely on the Tibetan abugida , but all vowel marks were written after the preceding consonant rather than as diacritic marks. Although short a was not written, as in the Indic abugidas, one could argue that the linear arrangement made this a true alphabet. Conversely, the vowel marks of the Tigrinya abugida and the Amharic abugida ironically, the original source of the term "abugida" have been so completely assimilated into their consonants that the modifications are no longer systematic and have to be learned as a syllabary rather than as a segmental script. Even more extreme, the Pahlavi abjad eventually became logographic. For tonal languages , further classification can be based on their treatment of tone, though names do not yet exist to distinguish the various types. Some alphabets disregard tone entirely, especially when it does not carry a heavy functional load, as in Somali and many other languages of Africa and the Americas. Such scripts are to tone what abjads are to vowels. Most commonly, tones are indicated with diacritics, the way vowels are treated in abugidas. This is the case for Vietnamese a true alphabet and Thai an abugida. In Thai, tone is determined primarily by the choice of consonant, with diacritics for disambiguation. In the Pollard script , an abugida, vowels are indicated by diacritics, but the placement of the diacritic relative to the consonant is modified to indicate the tone. More rarely, a script may have separate letters for tones, as is the case for Hmong and Zhuang. For most of these scripts, regardless of whether letters or diacritics are used, the most common tone is not marked, just as the most common vowel is not marked in Indic abugidas; in Zhuyin not only is one of the tones unmarked, but there is a diacritic to indicate lack of tone, like the virama of Indic. The number of letters in an alphabet can be quite small. The Book Pahlavi script, an abjad, had only twelve letters at one point, and may have had even fewer later on. Today the Rotokas alphabet has only twelve letters. However, Hawaiian Braille has only 13 letters. While Rotokas has a small alphabet because it has few phonemes to represent just eleven , Book Pahlavi was small because many letters had been conflatedâ€"that is, the graphic distinctions had been lost over time, and diacritics were not developed to compensate for this as they were in Arabic , another script that lost many of its distinct letter shapes. For example, a comma-shaped letter represented g, d, y, k, or j. However, such apparent simplifications can perversely make a script more complicated. In later Pahlavi papyri , up to half of the remaining graphic distinctions of these twelve letters were lost, and the script could no longer be read as a sequence of letters at all, but instead each word had to be learned as a wholeâ€"that is, they had become logograms as in Egyptian Demotic. Circles containing the Greek , Cyrillic and Latin alphabets, which share many of the same letters , although they have different pronunciations The largest segmental script is probably an abugida, Devanagari. The Hindi alphabet must represent both Sanskrit and modern vocabulary, and so has

been expanded to 58 with the khutma letters letters with a dot added to represent sounds from Persian and English. Thai has a total of 59 symbols, consisting of 44 consonants, 13 vowels and 2 syllabics, not including 4 diacritics for tone marks and one for vowel length. The largest known abjad is Sindhi , with 51 letters. The largest alphabets in the narrow sense include Kabardian and Abkhaz for Cyrillic , with 58 and 56 letters, respectively, and Slovak for the Latin script , with The Georgian alphabet Georgian: It is the largest true alphabet where each letter is graphically independent with 33 letters. The Georgian alphabet is much closer to Greek than the other Caucasian alphabets. The numeric value runs parallel to the Greek one, the consonants without a Greek equivalent are organized at the end of the alphabet. Origins of the alphabet are still unknown, some Armenian and Western scholars believe it was created by Mesrop Mashtots Armenian: Syllabaries typically contain 50 to glyphs, and the glyphs of logographic systems typically number from the many hundreds into the thousands. Thus a simple count of the number of distinct symbols is an important clue to the nature of an unknown script. The Armenian alphabet Armenian: Alphabetical order Alphabets often come to be associated with a standard ordering of their letters, which can then be used for purposes of collation â€"namely for the listing of words and other items in what is called alphabetical order. In French, these are not considered to be additional letters for the purposes of collation. It is unknown whether the earliest alphabets had a defined sequence. However, a dozen Ugaritic tablets from the fourteenth century BC preserve the alphabet in two sequences. Runic used an unrelated Futhark sequence, which was later simplified. Arabic uses its own sequence, although Arabic retains the traditional abjadi order for numbering. The Brahmic family of alphabets used in India use a unique order based on phonology: The letters are arranged according to how and where they are produced in the mouth. This organization is used in Southeast Asia, Tibet, Korean hangul , and even Japanese kana , which is not an alphabet. Names of letters The Phoenician letter names, in which each letter was associated with a word that begins with that sound acrophony , continue to be used to varying degrees in Samaritan , Aramaic , Syriac , Hebrew , Greek and Arabic. The names were abandoned in Latin , which instead referred to the letters by adding a vowel usually e before or after the consonant; the two exceptions were Y and Z , which were borrowed from the Greek alphabet rather than Etruscan, and were known as Y Graeca "Greek Y" pronounced I Graeca "Greek I" and zeta from Greek â€"this discrepancy was inherited by many European languages, as in the term zed for Z in all forms of English other than American English. The French names from which the English names are derived preserve the qualities of the English vowels from before the Great Vowel Shift. In Cyrillic originally the letters were given names based on Slavic words; this was later abandoned as well in favor of a system similar to that used in Latin. Orthography and pronunciation Main article: Phonemic orthography When an alphabet is adopted or developed to represent a given language, an orthography generally comes into being, providing rules for the spelling of words in that language. In accordance with the principle on which alphabets are based, these rules will generally map letters of the alphabet to the phonemes significant sounds of the spoken language. In a perfectly phonemic orthography there would be a consistent one-to-one correspondence between the letters and the phonemes, so that a writer could predict the spelling of a word given its pronunciation, and a speaker would always know the pronunciation of a word given its spelling, and vice versa. However this ideal is not usually achieved in practice; some languages such as Spanish and Finnish come close to it, while others such as English deviate from it to a much larger degree. The pronunciation of a language often evolves independently of its writing system, and writing systems have been borrowed for languages they were not designed for, so the degree to which letters of an alphabet correspond to phonemes of a language varies greatly from one language to another and even within a single language. Languages may fail to achieve a one-to-one correspondence between letters and sounds in any of several ways: A language may represent a given phoneme by a combination of letters rather than just a single letter. Two-letter combinations are called digraphs and three-letter groups are called trigraphs. Kabardian also uses a tetragraph for one of its phonemes, namely "". A language may represent the same phoneme with two or more different letters or combinations of letters. An example is modern Greek which may write the phoneme [i] in six different ways: A language may spell some words with unpronounced letters that exist for historical or other reasons. Pronunciation of individual words may change according to the presence of surrounding words in a sentence sandhi. Different dialects of a language may use different

phonemes for the same word. A language may use different sets of symbols or different rules for distinct sets of vocabulary items, such as the Japanese hiragana and katakana syllabaries, or the various rules in English for spelling words from Latin and Greek, or the original Germanic vocabulary. National languages sometimes elect to address the problem of dialects by simply associating the alphabet with the national standard. Some national languages like Finnish , Turkish , Russian , Serbo-Croatian Serbian , Croatian and Bosnian and Bulgarian have a very regular spelling system with a nearly one-to-one correspondence between letters and phonemes. Strictly speaking, these national languages lack a word corresponding to the verb "to spell" meaning to split a word into its letters , the closest match being a verb meaning to split a word into its syllables. In standard Spanish , one can tell the pronunciation of a word from its spelling, but not vice versa, as certain phonemes can be represented in more than one way, but a given letter is consistently pronounced. French , with its silent letters and its heavy use of nasal vowels and elision , may seem to lack much correspondence between spelling and pronunciation, but its rules on pronunciation, though complex, are actually consistent and predictable with a fair degree of accuracy. At the other extreme are languages such as English, where the pronunciations of many words simply have to be memorized as they do not correspond to the spelling in a consistent way. For English, this is partly because the Great Vowel Shift occurred after the orthography was established, and because English has acquired a large number of loanwords at different times, retaining their original spelling at varying levels. Even English has general, albeit complex, rules that predict pronunciation from spelling, and these rules are successful most of the time; rules to predict spelling from the pronunciation have a higher failure rate. Sometimes, countries have the written language undergo a spelling reform to realign the writing with the contemporary spoken language. These can range from simple spelling changes and word forms to switching the entire writing system itself, as when Turkey switched from the Arabic alphabet to a Latin-based Turkish alphabet. The standard system of symbols used by linguists to represent sounds in any language, independently of orthography, is called the International Phonetic Alphabet.

Chapter 3 : Alphabet Balloon Pop Game | Game | calendrierdelascience.com

I was a teaching assistant at a Montessori school and one thing the kids liked to do was make letter books with the sandpaper letters. Fold a small piece of paper around the letter tile (ours were homemade on pieces of thin wood) and rub a crayon over it to make a rubbing.

We started out with the "lite" version of Letter School. I forgot to tell the kids I had even put it on there when my son found it. He told me he wanted more of the app! I said show me and he went to it and started the letter P and and then his sister had to have a go of it. I took the iPad and purchased it right away. He completed it in a matter of days as did his sister. I loved it as much as they did - I mean they were actually learning to trace the letters "correctly" in STEPS and with practice and they were not upset when they did not get it right which is hard for my son. The various cars and insects that zoom or buzz through and more made them want to go on and on and on in order to see what would happen next! Thank you for making such an ingenious app! However, as a reading specialist, I question how the app gets such high reviews when it is presenting phonetically confusing information for young children. Any good introductory phonetic information for young children needs to be consistent and as clear as possible. The designers have presented inconsistent phonetic information, and have chosen questionable examples for words beginning with alphabet sounds. Three of the 5 vowels are fine- "a" axe or ant and "e" egg or elephant and "o" octopus and ostrich. All six of these are short sounds of the vowels. For i, they use ice cream or igloo; both the long and short sounds, respectively. And for "u" they include two examples of the long sound of "u" with ukulele aned unicorn. Garage is used for "g" in one example, but the soft "g" is also included with giraffe. X is just plain wrong, as x does not say zzzz and in xylophone. Reading specialists present consistent information to beginning readers: The long sounds are treated as exceptions in alphabet charts. The soft "g" should be left out until later as it is less confusing. It may seem harmless to present this information carelessly, but I believe kids deserve the best start possible. This app needs to clean up the sounds section.

Chapter 4 : Matilda The Musical Original Cast - School Song Lyrics | MetroLyrics

Nursery Rhymes & Songs For Babies by ChuChu TV S1 â€¢ E1 Phonics Song with TWO Words - A For Apple - ABC Alphabet Songs with Sounds for Children - Duration: ChuChu TV Nursery Rhymes & Kids.

A collection of quick ideas to use for teaching about the alphabet. March Around the Alphabet This is a lot of fun. The children gain added exposure to the letters while including the excitement of a stop-and-go game! Write each letter of the alphabet on large index cards. Be sure to put the capital letter on one side and lowercase on the other. Spread the alphabet out on the floor. Have the children create a circle around the alphabet. Instruct the children to freeze, bend down, and pick up a letter near their toes when the music stops. Now the children hold their letter cards way up high and wait for the teacher to call upon them to tell what letter they have in their hands. Hartzog Sound Can I send home a pretty decorated tin can The Sound Can each week with a different child as we focus on a new letter of the alphabet. Inside the lid the directions are taped. Please fill this can with as many items that begin with the enclosed letter and return to school tomorrow! The letter of the week is written on a post-it and attached to the bottom of the can. This is a really great learning experience for the child and the rest of the class as they guess the items from the Sound Can. I write the names of each item on chart paper, even the incorrect answer. This leads to some good discussions. We count the items and the Sound can is placed in the ABC center for the rest of the week. Give children copies of magazines and instruct them to cut out pictures of items that begin with the letter T. After children have found enough pictures, have them glue their pictures on their t-shirts. You can do this with any letter. Just change your t-shirt to something else that starts with the letter you are discussing. It is a great way to throw in those sight words. It is the class against me. First, I tell the students what I have to do before anybody can shout out the answer. This makes it a listening game as well. Now, we are ready to begin! I write a lowercase letter and do the things that we decided earlier i. Sometimes I pause a bit to make it harder. There is some judgement in this, but if anyone gives answer before the routine is complete, the teacher gets the point. If I hear most of the correct responses the students get the point. Because it is a group activity, all the kids feel free to pitch in and try. My kids want to play everyday!! I am trying to find some more ways to increase the difficulty. We may start on our sight words next. Use words that have been the focus in class. Tell students to look at the amount of letters in the word and to refer to their word banks around the class for ideas. For variety, allow students to guess the word straight up rather than just choosing one possible letter. Happy teaching, Edwina Jay, Australia. Guess What I Am? Then students must guess what the object is. The teacher will give students a clue by telling them what letter the word starts with. Students can create an alphabet book. This can be done in a variety of ways: One option is to have students each choose a letter of the alphabet to decorate. Then combine the pages to create one class book. Another option is to have students add one picture to each letter of the alphabet. The pictures must begin the correct letter sound. For advanced students, have them write the word below their pictures. A third option is to have students create letter characters. For example the letter D could be given a hat, badge, and face. The word detective would be printed below the letter. This activity is a little harder than the first two and would need additional teacher involvement or brainstorming. These books can be placed in the classroom library or the school library to view. Your class may want to donate their book to another class that is also learning the alphabet. My favorite phonics lesson is the Phonics-Mart. In this activity the teacher will present a letter and sound by using common grocery store items. Charlene Ziehm Sticks and Curves Activity Place magnetic or wooden letters on a table and have the student classify the letter shapes as either stick, curved or both. Have the child pull all of the stick letters into one group i,t,l,x,w,x, etc. Now look at the letters left on the table, combinations of stick and curve a,b,d,f,h,etc. This is a good activity for ESL students since naming the letter and making the letter sound are not requiredâ€"just visiual discrimination. Take different colored construction paper, trace a plate on 27 sheets the cut them out. These are just a few things I do in my class to reinforce letter recognition. For end of the year review, I make a graph, with 26 squares, on a large piece of paper. I put a letter of the alphabet in each square. The children then look through magazines for pictures that start with that letter and glue them in the correct box. If they can

not find an object for a letter, then they can look for the letter to glue in the box. You can write the letters vertically or horizontally, leaving a good space between letters. I have the children draw atleast 3 things that start with each letter in their name. They have to label objects drawn. I lay letter cards on the floor and then I show them picture cards and they have to tell me what letter it starts with and lay the picture under the correct card. Musical alphabet is another game we play throughout the year. I lay the alpha cards in a circle on my carpet.

Chapter 5 : Talking with Kids About School . Going to School . Education | PBS Parents

Challenge them to change the word to another by swapping one letter at a time. For example, change "cat" to "cot" to "cop" and so on. Alphabet Go Fish Print out two sets of alphabet cards (you could print one set of upper case and one set of lower case if appropriate) and deal five cards to each player.

There are advantages and disadvantages to working full time while going to school. Advantages of Working Disadvantages of Working Your studies will likely benefit your professional life in some way. You will have more skills and be more prepared for the working world when you leave school. You may be eligible for employer tuition assistance or course credit due to on-the-job experience. Working may limit your class schedule, including the number and choice of classes. With so much on your plate, it may be more challenging to ace your classes. Two-thirds of the people who have the dual roles of employee and student consider themselves an employee first, meaning the job takes priority. If this is you, make sure your school work does not suffer. The Impact on Your Time As a nontraditional student, you run the risk of taking on too much when you return to school, increasing the likelihood that you will perform poorly and drop out. In fact, many nontraditional students drop out in their 1st year of study! Workâ€"If you plan to work while going to school, ask your employer if you can have a flexible schedule. Schoolâ€"For every 1 hour you spend in the classroom, expect to spend up to 2 hours on homework, studying, or research. So before you pursue more schooling, work to create a realistic time management plan. But many schools are finding ways to help nontraditional students manage their family life while pursuing higher education. A couple of options: Check if your school offers child care. With the recent boom in nontraditional students, on-campus child care is becoming more and more common. Look into night or weekend classes. It may be easier to find child care during these times. Consider taking classes that combine online and in-class instruction, reducing the amount of time you are away from home. No matter what solution you find, school will definitely limit your available time. The Importance of Goal Setting Returning to school will increase the number of items on your to-do list, not just this week but for the foreseeable future. The best way to stay focused is to document your goals before you start school and keep them someplace visible. A couple of tips: Make a list of 5â€"10 long-term goals. To help you achieve each long-term goal, identify at least one short-term goal and one immediate goal. Assign a specific timeframe to each type of goal. For example, allow 5 years for a long-term goal, 1 year for a short-term goal, and 1 month for an immediate goal. Make sure each goal is measurable. Identify goals that you yourself want to achieve, not goals that others think you should achieve. Here are some examples: Remember to always keep your eye on your goals, especially if you ever feel overwhelmed. Back to Top Helpful Tip Be patient. On average, it takes longer for a nontraditional student to earn a degree usually more than 5 years than it does for a traditional student.

Chapter 6 : Alphabet Printables for Classroom and Home

The letters must include remarks concerning the applicant's character as a student or worker, positive qualities as an individual and the applicant's strengths he or she will add to the school's English program.

Chapter 7 : The Decision to Return to School - YouCanDealWithIt

Alphabet Worksheets & Printables. Letter recognition is the first key to unlocking reading and writing fluency. Help your little one develop the fundamental skills to read, write, and sequence letters with our wide selection of printable alphabet worksheets.

Chapter 8 : Letter A Objects Clipart - Learning The Alphabets - Commercial Clipart

Alphabet Go Fish Game Mastering the alphabet is an important skill for toddlers, preschoolers, and kindergarten

children. To help kids practice matching upper and lower case alphabet letters in a fun way I came up with Alphabet Go Fish.

Chapter 9 : Alphabetical Order - Learn to Put Things in ABC Order

Learn about letters and the alphabet and play games with your favorite PBS KIDS characters like Martha Speaks, Super Why, Elmo and WordGirl! Go on a comic book.