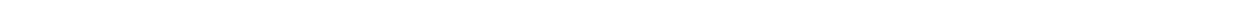


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# Developing Alphabetic Knowledge in a School-to-Home Project with Students Who Are At-Risk: Alphabetic Knowledge Activities Handbook

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## Alphabetic Knowledge Activities Handbook

Early childhood educators are on the frontline of developing emergent literacy skills in their students. Research is abundant and clear about the importance of exposure to and experience with literacy activities for young children (Joint Position Statement-International Reading Association and the National Association for the Education of Young Children, 2005). However, students arrive in the classroom with varying skills and backgrounds relative to literacy, and many students are in a position to be considered at-risk of school failure. Teaching this population of students can be a challenge. This Alphabetic Knowledge Activities handbook was created to be a resource for educators to better meet the needs of all young students, yet targets those students who may be at-risk and in need of more support. The activities are intended to be used as a school-to-home program, to ensure that educators are collaborating with families as a teaching team. The activities, combined with a comprehensive literature review of research about at-risk children and the benefits of school-to-home collaborations, are meant to be used as a tool for all early childhood educators working with 3-5 year olds.

I am a Head Start teacher and I have seen the need for empowering parents to be their child's primary teacher. I see that parents are eager for their children to be successful in school, and for some their dream is that their children will succeed in school because they did not. The school-to-home connection is an important piece in creating a teaching partnership, but it can be very labor intensive. There are 25 activities in the handbook that can be sent home on a weekly basis. This will not be enough for every week of school, but it will be enough for six months of activities.

Activities were gleaned from multiple resources on the Internet. The resources were chosen because there was research to substantiate the validity of the activity. Most of them were adapted for the use of this project, and photos were taken to illustrate how the activity can be used. Activities were also chosen because they were low to no-cost projects, and could be easily done at home. If parents feel that the activities can be done within the context of a typical day, they might be more apt to use them (Carter, Chard & Pool, 2009). It is important for parents to get the vision that these activities can be done while driving, during bathtime, while dressing or eating, or in bedtime routines. It is helpful to determine where families are in their literacy habits and to scaffold those as effectively as possible.

The students that I work with are considered to be at-risk. Students who are considered to be at-risk are those who have disabilities, are English Language Learners, or are in poverty or low-literacy homes (Bara, Gentaz, & Cole, 2007; Carter, Chard & Pool, 2009; Ehri & Roberts, 2005; McGinty & Justice, 2009; Weigl, Martin & Bennett, 2006). The activities in this handbook can be used as presented, or can be modified to meet individual student's needs. The activities have been written to a 5<sup>th</sup> grade reading level, measured by the Flesch-Kincaid instrument on Microsoft Word. The hope was that this level of reading would make the activities accessible for most parents to be able to comprehend and utilize. The activities have also been translated into Spanish. The photos are meant to help describe the activity for parents who may not speak English or Spanish, or whose literacy skills are low. These activities can be freely copied, but please cite the source.

Alphabetic knowledge is a literacy skill that is vital for children to know before they enter kindergarten (Anthony & Francis, 2005; Strickland & Ayers, 2006; Evans, Shaw & Bell, 2000). Alphabetic knowledge as defined in the 2009 National Early Literacy Panel (NELP) report is, “the recognition of letters as distinct symbols that have specific names and specific sounds associated with them and is a strong predictor of later reading success” (Bell & Westberg, p.18). According to research by Lynch (2008), 90% of parents of Head Start children in her study reported that they engaged in reading alphabet letters to their children on a daily or weekly basis. This seems to be an activity that is valued by families and should be encouraged.

Lynch (2008) suggests that it is advisable to identify for families the skills that children will learn through literacy activities. Parents may not inherently know what children are learning as they play and interact with their environment. Alphabetic knowledge and phonological awareness form the basis of early decoding skills for reading. Both are correlated with reading and spelling mastery as these skills are developed (Joint Position Statement, 1998; Molfese et al., 2006).

The International Reading Association and the National Association for the Education of Young Children (2005) collaborated to issue a joint statement about developmentally appropriate practices for teaching young children to read and write. One of the basic premises of the statement is that the most important window of time for developing literacy skills is from birth to eight years old. When skills are taught within this window, children come to kindergarten better prepared and are able to progress more effectively from learning to read, to reading to learn. Early childhood educators and

parents need to capitalize on this timeframe by engaging with young children in specific emergent literacy activities that have been researched and shown to be effective.

The activities are organized in alphabetical order. There is not a prescribed order of presenting these activities to students. It is up to the educator's discretion as to how the program is organized for their needs. The alphabet cards that were used in the photos were developed by the Lee Pesky Learning Center. They measure 5 ½ x 8 inches, which makes them big enough to place objects on and easier to handle for young children. I gave a set of these cards to each of my students to use for the activities that I sent home each week. I also gave them a second set that was bound with a large comb binding at the top. I suggested to the parents that they keep this set in the car to use for activities as they drove around or were doing things in the community. Parents gave a lot of positive feedback about the bound set of cards.

Educators can evaluate the efficacy of these activities by surveying parents specifically about the alphabet activities, or by using the general parent satisfaction survey included in the Appendix. The school-to-home connection is most effective when collaboration and communication is strong between educators and parents. Families may develop new ways to do the activities that are more conducive to their day-to-day schedules. If the changes do not affect the integrity of the activity, then educators may want to add these changes to the activities in the future. Formal assessments of alphabetic knowledge skills can validate if student's skills are improving as they engage in these activities.

In the Appendix are various resources for educators such as literacy handouts in numerous languages, online literacy programs, surveys, and statistics to support the need for a program such as this.

Alphabet Knowledge activity hints and resources:

- 1) Alpha-bags: sending home paper lunch bags would help to ensure that this activity can be done as described
- 2) Alphabet books: if you have used other alphabet books and found them to be effective they can be added to this list
- 3) Alphabet discovery bottle: letter beads can be purchased at Jo-Ann Fabric. Gatorade bottles were used as they have wider necks than water bottles and are sturdy. Families or school staff could help in collecting these. I used rice to fill them, but popcorn could be used as well. I hot glued the lids on so that the activity stays intact and to prevent choking hazards.
- 4) Alphabet song: most families are familiar with the tune to this song, but some ELL families may not be. A CD of the song could be sent home for the children to practice with.
- 5) Alphabet song twists: of this technique is modeled in the classroom it might be easier for the child to generalize this skill at home
- 6) Build your name: this is another paper lunch bag activity and requires a set of letter cards. If you do not want to make cards, you could encourage parents to buy a set from a Dollar store or make them using index cards.
- 7) Environmental print puzzle: start collecting box fronts during the summer for the puzzles, or enlist families and school staff to help you collect them. I put the

- pieces in an enclosable sandwich bag. I also sent home a piece of cardstock to glue them to as the weight of the pieces holds together better on heavier paper.
- 8) Flashlight writing: bigger letters are easier to trace with a flashlight
  - 9) I Spy Letters: templates of small letter cards have been included with this activity.
  - 10) Letter board: this activity is beneficial for students with developmental delays, specifically autism. This activity would take more work and cost on the part of the parents or the teacher to implement, but would be beneficial if it is being used in the classroom as well as at home.
  - 11) Letter collage: magazines are costly, so for this activity I would either give parents a resource list of where they can get magazines for little or no cost (Craigslist, thrift stores, etc.) or collect some yourself and send a couple home with each student.
  - 12) Letter dice: the template for the dice is included with this activity. If you go to the website, you can create your own dice with capital or lowercase letters in any combination that you want. You can also customize the dice for other literacy activities.
  - 13) Letter hide and seek: a set of letter cards will be used in several of the activities so it would be helpful to start the year out making sure that each child has a set.
  - 14) Letter hopscotch: this activity is great in that it incorporates movement with letter knowledge. You might consider sending home a couple of pieces of sidewalk chalk.
  - 15) Letter lotto: the templates for the lotto activity have been included with this activity

- 16) Letter reversal tips: it is typical for children to reverse some letters. This resource has some illustrations and rhymes that will help the child remember which direction specific letters go.
- 17) Musical letters: this is an activity that works better with more than one child, but families could be encouraged to have all family members participate.
- 18) Mystery letter: magnetic letters can be purchased from Dollar stores. It is important to use the bigger sized letters so there is not a choking hazard.
- 19) Name memory game: the lotto card template could be used to make cards for this game
- 20) Name puzzles: this activity could be used for first or last names, or a combination of both
- 21) Object hunt: this activity might be better for later in the school year as it involves letter sounds as well as letter identification.
- 22) Playdough letters: two playdough recipes are included with this activity.
- 23) T-chart sorting activity: a T-chart template is included with this activity
- 24) Trace your name: bigger letters are easier to trace. These letters could be the same ones used in the flashlight writing activity.
- 25) 3-D letter cards: glue goes on sale for as low as 1-5 cents during the summer back-to-school sales. If you buy enough for each student, it would be a cheap way to create this activity.



**Key terms:**

- **Alphabetic knowledge-** “the recognition of letters as distinct symbols that have specific names and specific sounds associated with them and is a strong predictor of later reading success” (Bell & Westberg, 2009, p.18).
- **Emergent literacy-** “the acquisition of those concepts concerning print, language, and the activities of reading and writing that provide the foundation for learning the skills of literacy” (<http://www.allwords.com>).
- **English Language Learners (ELL)-** “an active learner of the English language who may benefit from various types of language support programs. This term is used mainly in the U.S. to describe K-12 students” (Policy Research Brief by the National Council of Teachers of English, 2008, p.2).
- **Low socio-economic status-** people living at or near the Federal Poverty Level (FPL) which is \$22,050 annual income for a family of four (Idaho Kids Count 2009 Data Center).
- **Low-literacy-** “An inability to read or write well enough to perform necessary tasks in society or on the job. In the U.S., this is generally categorized as having a reading level at or below seventh grade” (McKinney, J. & Kurtz-Rossi, S., 2000).
- **Phonemic awareness-** “...phonemic awareness refers to an understanding about the smallest units of sound that make up the speech stream: phonemes” (A Position Statement of the Board of Directors of the International Board of Directors of the International Reading Association, 1998, p.3).

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## Alpha-Bags

### Materials needed:

- 26 Paper lunch bags
- Marker
- Small toys or objects

To prepare for this activity write a letter of the alphabet on each lunch bag. The object of the activity is to sort the toys and objects into the correct bag, based on the sound that the letter on that bag makes. Present just 3-4 bags at a time so as not to confuse your child. Choose items that start with the letter sounds of the alpha-bags. Have your child choose one of the items and say its name. Emphasize the beginning sound of it, and then make the sound of the letters on the alpha-bags. Ask your child to put the item in the bag whose letter makes the same beginning sound.

Extension activity- have your child draw or cut out pictures to glue on the bags of things that start with that letter

### Skills to be learned:

- Letter sound recognition
- Sorting
- Letter identification

*Adapted from Head Start Activity QuickSource at*

*[http://www.teacherquicksource.com/headstart/activity\\_print.aspx?Aid=5](http://www.teacherquicksource.com/headstart/activity_print.aspx?Aid=5)*



Created by Julie Armstrong- Boise State University (October 2010)

## Alpha-Bags

### Materiales necesarias:

- 26 bolsas de papél
- Bolígrafo
- Juguetes pequeños

Para preparar por esa actividad, escribe una letra del alfabeto en cada bolsa. La meta de esa actividad es para poner los juguetes en las bolsas, basado en el sonido que hace la letra en la bolsa. Le presente solamente 3-4 bolsas en ves para que no confunda su niño. Encuentre juguetes que empiezan con las letras que ha escrito en las bolsas. Tu niño debe escoger un juguete y decir su el nombre del juguete. Trata de acentuar el seuno al principio del nombre, y dispues mostra a su niño los sonidos escritos en las bolsas. Pide á su niño de poner el juguete en la bolsa con el sonido correcto.

Actividad extra - pide a su niño de pegar images que corresponden con la letra y el sonido en la bolsa.

### Habilidades para Aprender:

- Reconocimiento de los sonidos
- Identificar letras



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## Alphabet Books

Reading Alphabet books is a fun and effective way to introduce and reinforce letters with your child. Your local library should have a good selection of books to choose from. Some suggested books are:

*From Acorn and Zoo and Everything in Alphabetical Order* by Satoshi Kitamura. Sunburst, 1995.

*Alphabatics* by Suse MacDonald. Bradbury Press, 1996. (in American Sign Language as well as written words).

*Tomorrow's Alphabet* by George Shannon. Mulberry Books, 1999.

*Potluck* by Anne Shelby. Orchard, 1991.

These books were recommended in "Helping Your Child Become a Reader", U.S. Dept. of Education, 2002.

*Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault. Beach Lane Books, 2009.

*Alphabet City* by Stephen T. Johnson. Puffin, 1999.

These books were recommended in "Teaching Emergent Literacy Skills to Students with Autism", Linda Laz (2009), Scholarworks, Boise State University.

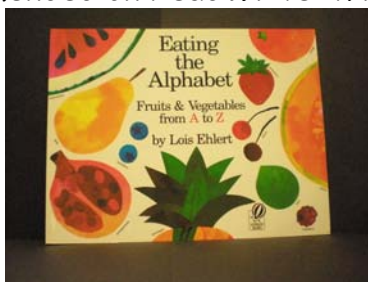
*Dr. Seuss's ABC* by Dr. Seuss. Random House Book, 1960.

*Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert. Harcourt Brace Big Book, 1994.

*Jambo Means Hello, a Swahili Alphabet Book* by Muriel Feelings. Puffin, 1992.

*The Z was Zapped* by Chris Van Allsberg. Houghton Mifflin, 1987.

*These books were recommended on ReadWriteThink.org*







## Libros de Alfabeto

Leer libros de alfabeto es una manera divertida y efectiva de introducir y reforzar las letras. Su biblioteca debe tener muchos libros diferentes para escoger. Algunos títulos sugeridos son:

From Acorn and Zoo and Everything in Alphabetical Order by Satoshi Kitamura. Sunburst, 1995.

Alphabatics by Suse MacDonald. Bradbury Press, 1996. (In American Sign Language as well as written words).

Tomorrow's Alphabet by George Shannon. Mulberry Books, 1999.

Potluck by Anne Shelby. Orchard, 1991.

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The Z was Zapped by Chris Van Allsberg. Houghton Mifflin, 1987.

*These books were recommended on [http://www. ReadWriteThink.org](http://www.ReadWriteThink.org)*

## Alphabet Discovery Bottle

### Materials needed:

- Clean, empty plastic bottle- used for water, Gatorade, pop, etc.
- Rice or sand
- Alphabet beads, old Scrabble letters, small plastic magnetic letters, letters written on small pieces of sturdy cardboard, etc. (any type of sturdy letters can be used)
- Glue gun or packing tape

The object of this activity is to be able to find and identify letters of the alphabet as they come to the surface of the rice or sand. To make the activity, fill the bottle 1/2 way with rice or sand. Put the letters into the bottle, making sure that each letter of the alphabet is included. Hot glue the lid on, or wrap around the lid with clear packing tape to seal the bottle. Shake the bottle to mix the letters in with the rice or sand, and start playing.

### Skills to be learned:

- Letter identification
- Cause and effect (how I shake the bottle affects how many and which letters I see)

*Adapted from <http://www.dr.jean.org> (Monthly activities- February 2006- discovery bottles)*



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## Botella del Descubrimiento del Alfabeto

### Los materiales necesitaron:

- Limpie una botella de plástico vacía- usada para agua, Gatorade, etc.
- Arroz o are
- Cuentas con el alfabeto, letras de Scrabble, letras pequeños magnéticas, letras escritas en dedazos de cartón, etc. (cualquier tipo de letras fuerte pueden ser usadas)
- Pega caliente o cinta adhesiva

El objeto de esta actividad es ser capaz de encontrar e identificar las letras del alfabeto cuando salgan a la superficie del arroz o la arena. Para hacer la actividad llene la botella a la mitad con el arroz o la arena. Ponga las letras dentro de la botella, teniendo en cuenta que todas las letras del abecedario estén incluidas. Pegue la tapa, o séllela con la cinta adhesiva. Agite la botella para mezclar las letras con el arroz o la arena, empiece a jugar.

### Los habilidades para ser aprender:

- Identificación de las letras
- Causa y efecto (como yo agito la botella afecta cuantas y cuales letras yo puede ver)

*Adapted from <http://www.drjean.org> (Monthly activities, February 2006-Discovery bottles)*



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### Alphabet song

Place all of the alphabet cards in order on a table or the floor. Ask your child to sing the ABC song and point to each letter as they sing it. Have them sing it slow enough that they do not slur the letter names together. If they sing it to the tune of "Mary Had a Little Lamb" the letters become more distinct.

Skills to be learned:

- Letter identification
- Letter sequence

*Adapted from the Alphabet Strategy Bank from Reading a-z-  
<http://www.readinga-z.com/>*

To the tune of "Twinkle, Twinkle Little Star" or "Mary Had a Little Lamb":

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 and Z, Now I know my ABCs, next time  
won't you sing with me.

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## **Canción de alfabeto**

Coloque todas las tarjetas del alfabeto en orden en una mesa o el piso. Pida que su niño cante la canción del ABC y señale a cada letra mientras los cantan. Haga que ellos cante suficiente espacio para que ellos no pronuncien mal los nombres de las letras. Si lo cantan a la melodía de "Mary Tuvo un Cordero Pequeño" las letras serán más claras.

Las habilidades para ser aprendidas:

- Identificación de letras

*Adaptado del Banco de Estrategia de Alfabeto de Leer A-Z-*

*<http://www.readinga-z.com>*

Al sonido de "Twinkle, Twinkle Little Star" o "Mary Had a Little Lamb":

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, ahora se mi ABCs, la próxima vez  
canta conmigo.

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## Alphabet Song Twists

Sing the Alphabet Song different ways to get different effects of how the letters sound. Sing it loud, soft, high, low, fast, slow, whispered, etc. This is a good way for your child to learn the meaning of opposites and new describing words as well.



Photo from Microsoft Word clipart

Created by Julie Armstrong- Boise State University (October 2010)

## **La Canción del Alfabeto de Torsión**

Cante la canción del alfabeto en maneras diferentes para conseguir efectos diferentes de cómo letras suenan. Cántelo fuerte, suave, alto, bajo, rápidamente, suavemente, cuchicheado, etc. Esto es una manera buena para que su niño aprenda el significado de lo contrario y también palabras usadas para describir.



Microsoft Clipart

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## Build your name

### Materials needed:

- Paper
- Writing tool- crayon, marker, pen, pencil
- Paper bag
- Alphabet letter cards or flashcards

Write your child's name- first or last- on a piece of paper. Place all of the alphabet cards for your child's name in a paper bag, plus a few extra. If your child knows all of the letters in their first name, spell out their last name. Tell your child to pick a letter out of the bag. Ask them to say the name of the letter. Ask them if that letter is in their name. If it is, have them place it on the surface where you are playing, in the order that their name is written. Continue playing until their whole name has been spelled out.

### Skills to be learned:

- Letter identification
- Set order of letters in words

*Adapted from "Get Ready to Read" activities-*

<http://www.getreadytoread.org/> (Letter identification & sequencing)



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## Construye su Nombre

### Los materiales necesitaron:

- Papel
- Herramineta de escribir
- Bolsa de papel
- Tarjetas con las letras alfabeto

Escribe el nombre de su niño o apellido en una hoja de papel. Ponga todas de las tarjetas con las letras del nombre de su niño en la bolsa de papel, con algunas extras. Si su niño sabe todas las letras en su nombre, deletreé su apellido. Pídale a su niño que escoja una de las letras de la bolsa. Pídale que nombre la letra. Pregúntele si la letra esta en su nombre. Si esta haga cuela cu logren en la superficie donde están jugando, en el orden en el cual su nombre esta escrito. Continué jugando hasta que su nombre completo este deletreado.

### Los habilidades para ser aprender:

- Identificar letras
- Dar orden a las letras en las palabras

*Adaptado de "Get Ready to Read" activities-*

*<http://www.getreadytoread.org/> (Identificación y secuencia de las letras)*



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## Environmental Print Puzzle

### Materials needed:

- Empty food boxes
- Scissors
- Plastic baggies for storage of puzzle pieces

Cut off the front of empty food boxes- cereal, macaroni and cheese, crackers, etc. Cut the box front into 4-6 puzzle pieces (depending on the size of the box front). Have your child put the puzzle pieces together to re-create the box front. After the puzzle is put together ask your child to point to letters in the puzzle and say their name (or you can point to letters and ask them what they are). You can glue the pieces on paper and make a book of environmental print signs.

### Skills to learn:

- problem solving
- letter identification
- sight word recognition
- shapes and colors can be identified as well

*Adapted from "Literacy in Natural Environments" from Washington Research Institute (<http://www.wri-edu.org/literacy/index.htm>)*



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## Rompecabezas de su Ambiente

### Los materiales necesitaron:

- Cajas vacías de la comida
- Tijeras
- Bolsitas plástica por salvar las pedazos del rompecabezas

Cortar el frente de las cajas vacías- cereal, macarrón con queso, galletas, etc. Cortar el frente de caja en 4-6 pedazos para hacer el rompecabezas (el numero depende en el talle de la caja). Haga que su niño reconstruía el frente de la caja con los pedazos.

Después de que su niño haya solucionado el rompecabezas, pídale a su niño que identifique las letras que aparecen en el frente de la caja (o se puede señalar las letras y su niño puede identificarlos).

### Los habilidades para ser aprender:

- Solucionar problemas
- Identificar letras
- Reconocimiento las palabras
- Formas y colores pueden estar identificados también

*Adapto de "Literacy in Natural Environments" del Washington Research Institute (<http://www.wri-edu.org/literacy/index.htm>)*



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## Flashlight writing

### Materials needed:

- Flashlight
- Alphabet lettercards or flashcards (homemade or purchased)

Hold up a letter flashcard or tape a few of them to a wall (use the letters in your child's first or last name). Have them identify the letter. Turn off the lights, and let your child "trace" the letter with a flashlight. This allows large-motor practice of letter formation.

### Skills to be learned:

- Letter formation
- Letter identification

*Adapted from* <http://www.preschooleducation.com/llgame.shtml>



Created by Julie Armstrong- Boise State University (October 2010)

## Los Artículos de Escritorio de la Linterna

### Los materiales necesitaron:

- Linterna
- Tarjetas del alfabeto o tarjetas didácticas (caseros o comprados)

Agarre una tarjeta didáctica pegue algunos de ellos a la pared (utilice las letras en el nombre de su niño, primero o en el apellido). Hagan que identifiquen la letra. Apague las luces, y permita que su niño "trace" la letra con una linterna. Esto permite la práctica del sistema motor grueso en la formación de letras.

### Las habilidades para ser aprendidas:

- Formación de letras
- Identificación de las letras

*Adapto de <http://www.preschooleducation.com/lgame.shtml>*



Created by Julie Armstrong- Boise State University (October 2010)

## "I Spy" Letters (letter sounds)

### Materials needed:

- Alphabet letter cards- magnetic, flashcards, etc.
- Pictures cut from magazines (let your child help cut them out)
- Family photos
- Small-medium size objects (from around the house)

Place 4-6 objects or pictures on the table. Pick out a letter magnet or flashcard that is the beginning letter of one of the objects or pictures. Say the sound of the letter with your child. Ask them which picture or object on the table begins with that sound. Place the card or magnet next to the object/picture and have your child name the object/picture. Continue until all of the letters have been matched with the objects/pictures.

### Skills to be learned:

- Letter sound recognition
- Letter identification
- Sorting
- Cutting

*Adapted from "Family Storyteller"- a literacy program at the University of Nevada- Reno and from the website <http://www.dyslexia-teacher.com>*



Created by Julie Armstrong- Boise State University (October 2010)

## "Yo Veo" Letras (suenas de las letras)

### Los Materiales necesitaron:

- Letras del alfabeto- magnéticos, tarjetas, etc.
- Fotográficas cortadas de periódicos (córtelos con su niño)
- Fotos familiares
- Objetos de tamaño pequeño-mediano (encontrados en la casa)

Ponga 4-6 cosas o fotos en la mesa. Escoja una letra magnética que la letra

o tarjeta que la letra primera de uno de las objetos o fotografías. Haga el sonido de la letra cónsul chico. Pregúntele cual fotografía o objeto en la mesa empieza con ese sonido. Ponga la tarjeta o magnético al lado de el objeto/fotografía y pídale a su niño que nombre el objeto/fotografía. Continué hasta que todas las letras han cielo correspondidas con los objetos/fotografías.

### Los habilidades para ser aprender:

- Reconocimiento de los sonidos
- Identificación de letras
- Clasificar
- Cortar

*Adapted from "Family Storyteller"- a literacy program at the University of Nevada- Reno and from the website <http://www.dyslexia-teacher.com>*



Created by Julie Armstrong- Boise State University (October 2010)

## Letter Board- a Discrete Trial Activity

### Materials needed:

- 2 sets of Alphabet cards (2" x 2" that are laminated. These can be made with Mayer-Johnson's Boardmaker software, or various websites)
- Hard-backed canvas board (can be bought from a craft store)
- Sticky backed Velcro- bristly and soft sides

Place the bristly Velcro along each side of the board and in 3 rows from left to right of the canvas. The board helps the child to focus, and it makes it easier for children who struggle with fine motor issues to work with the cards. Put a small piece of soft Velcro on each alphabet card.

### Activity-

1<sup>st</sup> set of letters to learn- letters in the child's first name

2<sup>nd</sup> set of letters to learn- letters in the child's last name

3<sup>rd</sup> set of letters to learn- 6 letters in other family member's names

4<sup>th</sup> set of letters to learn- any other letters that haven't been taught

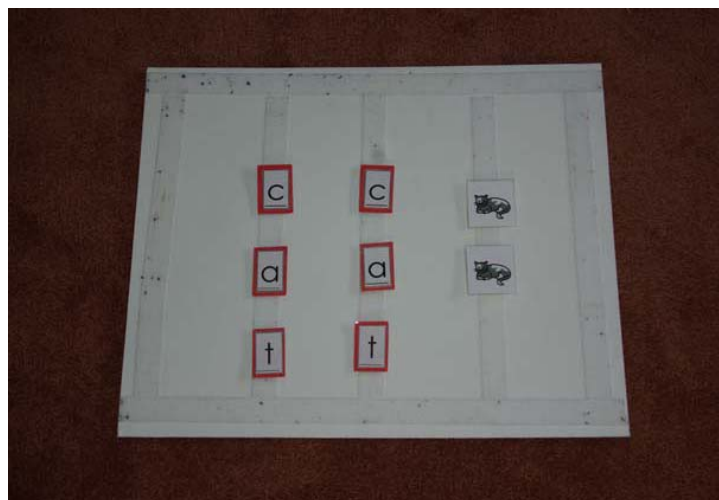
Start with capital letters and do not work longer than about 5 minutes at a time on this activity.

1. Place a letter card from the 1<sup>st</sup> set in front of the child.
2. Say, "Give me " \_\_\_\_\_" (the name of the letter card). The child should pick up the card and give it to you. Praise the child by saying, "Good work, you gave me \_\_\_\_\_".
3. Place the letter on a different place of the table and give the same cue. Repeat this until the child has been able to do this successfully three times. Praise the child with each correct response.



4. Place two cards on the table- a blank card and the letter you've been working on. Say, "Give me" \_\_\_\_\_ " to see if the child can still choose the right card.
5. When the child can do this successfully three times, it is time to move to a different letter. Start the process from step 1, but instead of a blank card for step 4, place the 1<sup>st</sup> letter that you worked on with the new letter you are working on.
6. Continue until all of the letters in the 1<sup>st</sup> set of letters have been mastered. Continue adding the old cards with the new card so that by the end of the activity all of the letters in that set are on the board for your child to choose from.
7. Talk to your child about those letters and how their name is spelled with them. Talk about other words that start with that letter and point them out in their environment- on boxes, posters, labels, etc.
8. Move onto the next set of letters until they have all been learned.

Adapted with permission from a Master's Project by Linda Laz (2009), *Teaching Emergent Literacy Skills to Students with Autism*, Boise State University- Scholarworks.



## Tablero le Letras

### Una Fácil Actividad para Tratar

#### Materiales que necesita:

- 2 grupos de cartas con el alfabeto (2"x2" que estén laminadas. Esto puede hacerse con Mayer-Johnson's Boardmaker software.
- Atril para el tablero (puede comprarse en las tiendas de arte)
- Veleros adhesivos por ambas partes- cerdas y el lado suave

Coloque la parte de las cerdas del velero a lo largo del tablero en tres columnas de izquierda a derecha en la lona. El tablero ayudará a su niño a enfocarse, y esto hace que sea fácil para los niños que luchan con problemas motores; para trabajar con las cartas ponga un pedazo pequeño de la parte suave del velero en cada una de las cartas del alfabeto.

#### Actividad:

- 1) grupo de letras para aprender- letras que componen el nombre de su niño
- 2) grupo de letras para aprender- letras que componen el apellido de su niño
- 3) grupo de letras para aprender- letras que componen el nombre de otro miembro de la familia
- 4) grupo de letras para aprender- cualquier otra letra que no haya sido enseñada

Comenzar con las letras mayúsculas y no trabaje con el niño más de 5 minutos en esta actividad

- 1) Coloque la carta de la letra del primer grupo en frente del niño
- 2) Diga "Dame \_\_\_\_\_ (el nombre de la letra que aparece en la carta). El niño deberá coger la carta y dártela. Premie a su hijo diciéndole "buen trabajo", tú me distes la carta que te pedí.

- 3) Ponga la letra en un lugar diferente y hazle la misma sugerencia. Repita esto hacia que el niño sea capaz de hacerlo con éxito 3 veces seguidas. Premie a su hijo por cada una de las respuestas correctas.
- 4) Coloque 2 cartas en la mesa, una en blanco y la otra con la letra que han estado trabajando. Dile "Dame \_\_\_\_\_ para ver si el niño continúa escogiendo la carta correcta.
- 5) Cuando el niño haga esto con éxito por tres veces seguidas, este es el momento para cambiar a diferente letra. Comience el proceso desde el 1st paso pero en vez de usar la carta en blanco que usaste en el paso 4, coloca la primera letra que vas a trabajar ahora.
- 6) Continúe hasta que todas las letras del primer grupo de cartas haya sido dominada. Continúe añadiendo todas las cartas viejas con las cartas nuevas de esta manera al final de la actividad todas las letras en ese grupo de cartas estarán en el tablero para que su niño escoja de allí.
- 7) Háblele a su niño acerca de estas letras y como su nombre se de letra con ellas. Háblale acerca de otras palabras que comienza con esa letra y señálale estas fuera de su ambiente- en cajas
- 8) Muérete hasta el próximo grupo de letras hasta que ella hayan sido aprendidas

## Letter Collage

### Materials needed:

- Magazines and newspapers
- Scissors
- Glue or glue stick
- Pencil, crayon or marker
- Cardstock or other sturdy paper

Have your child pick an alphabet letter to illustrate with a picture collage. With or without a model of the letter, have them write the upper and lower case letter in the middle of the paper.

Repeat the sound of the letter with your child. With your help, have your child look for pictures that start with that letter and have them cut them out. They can glue the pictures around the letters to form a collage.

### Skills to be learned:

- Letter sounds
- Cutting
- Writing letters
- Sound discrimination

*Adapted from How to Teach Letters by Making an Alphabet Collage with Your Preschool Child by Laura Chapman, retrieved from <http://www.ehow.com>*



Created by Julie Armstrong- Boise State University (October 2010)



## Collage de Letras

### Los materiales necesitaron:

- Revistas y periódicos
- Las tijeras
- El palo de pegamento o pegamento
- Lápiz, la Crayola o el marcador
- Cardstock u otro papel firme

Pregunta a su niño cual carta que querrían hacer un collage de imagen acerca de. Con o sin un modelo de la carta, los tiene escriben la carta superior y mas baja de caso en medio del papel. Repita el sonido de la carta con su niño. Con su ayuda, tenga a su niño busca imágenes que comienzan con esa carta y los tienen los recortan. Ellos entonces pueden pegar las imágenes alrededor de las cartas para formar un collage.

### Los habilidades para ser aprendidas:

- Sonidos de carta
- Cortando
- Escribiendo cartas
- Discriminación de sonidos

*Adapted from How to Teach Letters by Making an Alphabet Collage with Your Preschool Child by Laura Chapman, retrieved from <http://www.ehow.com>*



Created by Julie Armstrong- Boise State University (October 2010)

## Letter dice

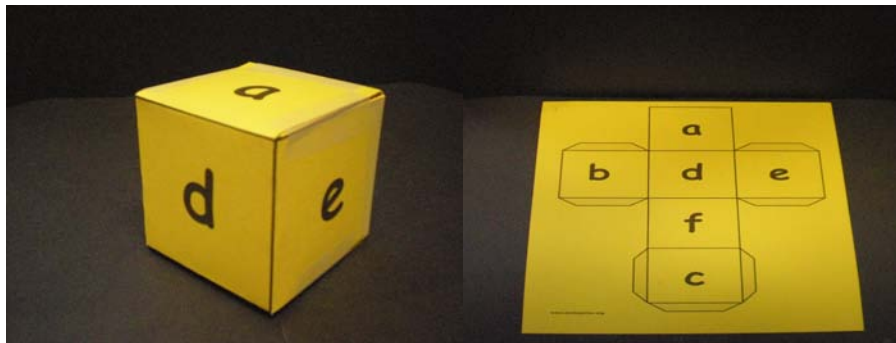
### Materials needed:

- Letter dice (made from cardstock- or printed and glued onto cereal box cardboard)
- The pattern is at <http://www.senteacher.org/wk/dice1.php>. You can change the letters on the dice pattern to your choice. You could choose the letters in your child's name or other sight words.

Cut out the dice pattern. Fold and glue the edges together to form a dice. It helps to reinforce the edges with tape. Have your child roll the dice and label the letter that is showing on the top. This activity can be done the same way, but with letter sounds.

### Skills to be learned:

- Letter identification
- Letter sounds
- Turn taking- if you make it a 2 person game



Created by Julie Armstrong- Boise State University (October 2010)

## Dados de Letra

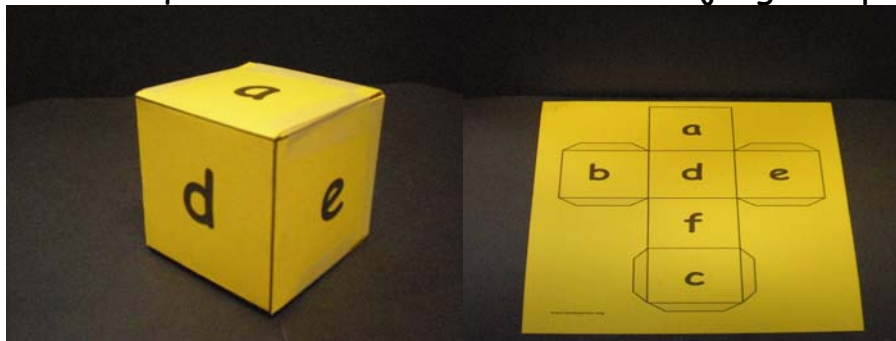
### Los materiales necesitaron:

- Dados de letra (hecho de cardstock- o imprimió y pegado en cartón de caja de cereal)
- La pauta esta en <http://www.senteacher.org/wk/dice1.php>. Puede cambiar el dibujar de los dados con su elección. Podría escoger las letras en el nombre de su niño o otra vista redacta.

Recorte los modelos de dados. Doble y pegue las orillas para formar unos dados. Refuerza las orillas con cinta. Haga que su niño tire los dados y marque la letra que muestra en el tope. Esta actividad puede ser hecha de la misma manera, pero con los sonidos de letra.

### Los habilidades para ser aprender:

- Identificación de letras
- Sonidos le letras
- La vuelta que toma- si usted lo hace un 2 juego de persona



Created by Julie Armstrong- Boise State University (October 2010)



## Letter Hide and Seek

### Materials needed:

- Alphabet flashcards

Hide the flashcards around the house without your child seeing where you put them. Ask your child to find the cards and tell you their names. Tip- you may hide a few cards at a time, just the letters in your child's name, or all 26 letters.

### Skills to be learned:

- Letter identification

*Adapted from-*

*<http://www.brighthub.com/education/early-childhood/articles/34775.aspx>*



Created by Julie Armstrong- Boise State University (October 2010)

## Escondite de Letras

### Los materiales necesitaron:

- Tarjetas con el alfabeto

Esconda las tarjetas alrededor de su casa sin que su hijo vea donde las esconde. Pídale a su niño que encuentre las tarjetas y que los nombres. Consejo- puede esconder varias tarjetas al mismo tiempo, solamente con las letras que compones su nombre o todas las 26 letras.

### Los habilidades para ser aprender:

- Identificación de letras

*Adapted from-*

*<http://www.brighthub.com/education/early-childhood/articles/34775.aspx>*



Created by Julie Armstrong- Boise State University (October 2010)

## Letter Hopscotch

### Materials needed:

- Sidewalk chalk

Using chalk, draw a hopscotch on the sidewalk or patio. In each hopscotch square write a letter of your child's name, a family member's name, or any letter of the alphabet. Have your child throw a bean bag or rock onto the first square and say the letter name. They then hop on one foot from square to square except for the square that has the marker on it. When they reach the top of the hopscotch, they turn around and come back. They then throw the marker onto the second square, hopping from square to square, while jumping over the second square. Continue until the marker has been thrown in every square and each letter has been identified.

### Skills to be learned:

- Letter identification
- Hopping

*Adapted from CELL Practices- Center for Early Literacy Learning (Listen Hear) <http://www.earlyliteracylearning.org/>*



Photo from Microsoft Word clipart

Created by Julie Armstrong- Boise State University (October 2010)

## Infernáculo de Letra

### Los materiales necesitaron:

- Tiza de acera

Utilizar tiza para dibujar un infernáculo en la acera o el patio. En cada cuadrado del infernáculo escribe una letra del nombre se su niño, del nombre de un miembro de la familia, o de cualquier letra del alfabeto. Haga que su niño tire un saquito o la piedra en el primer cuadrado y diga el nombre de letra. (Ellos entonces saltan en un pie de cuadrado a cuadrar menos a cuadrado que tiene el marcador en el). Cuando alcanzan la cima del infernáculo, ellos se voltean y regresan. Ellos entonces tiran el marcador en el segundo cuadrado, saltando del cuadrado para cuadrar, al saltar sobre el segundo cuadrado. Continué hasta que el marcador haya sido añadido en cada cuadrado y cada carta ha sido identificada.

### Los habilidades para ser aprendidas:

- Identificación de letras
- Saltando

*Adapted from CELL Practices- Center for Early Literacy Learning (Listen Hear) <http://www.earlyliteracylearning.org>*



Photo from Microsoft Clipart

Created by Julie Armstrong- Boise State University (October 2010)

## Letter Lotto

### Materials needed:

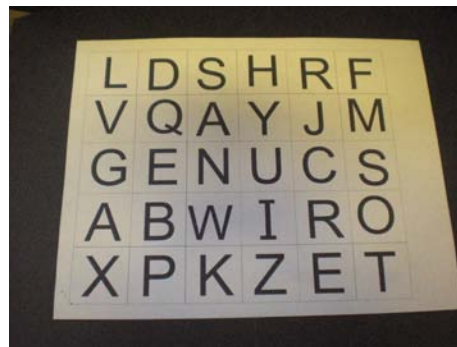
- Lotto boards- upper and lower case letters- copied onto sturdy paper. Print the upper case in one color and the lower case in another color.
- Sheets of letters to cut apart- upper and lower case- printed on white paper.
- Scissors
- Plastic baggies for storage

The cut-up letters should be placed in a container. Have your child choose a letter from the container and place it on top of the letter on the lotto board that it matches. This can be played as a one or two player game. Continue play until you have reached your goal- cover a row or cover the sheet.

Alternative: have your child match the lower case to the upper case letter

### Skills to be learned:

- Turn taking
- Cutting
- Letter identification
- Matching
- Sorting



Created by Julie Armstrong- Boise State University (October 2010)

## Letter Reversals

Many children have problems with reversing letters like b and d, p and q. This is a normal stage that sometimes takes time or extra help for your child to master them. If it continues to be a problem after the 1<sup>st</sup> grade, talk to your child's teacher for suggestions.

Here are some activities to help your child identify these letters:

- Play games that use the words "left" and "right"- the Hokey Pokey, bean bag games (throw to their right hand, then to their left, Simon Says, etc.)
- Talk about their right and left body parts as they are dressing- example: let's put your right shoe on
- Use the terms left and right as you are driving or walking- example: we need to turn right at this corner
- Hang the letter reversal posters on a wall and talk about them often with your child- "d" for door and "b" for bat (from website <http://maggieskindercorner.com/bdpq.pdf>)

As your child learns the difference between left and right it will be easier for them to be able to follow directions on how to form the letters- example: make a straight line and then attach a circle to the right of the line.

*Adapted from the website <http://kirkwoodschoools.org>- Overcoming Letter Reversals in Writing by Janet Solomon*

Created by Julie Armstrong- Boise State University (October 2010)

## Letras Invertidas

Muchos niños tienen problemas con letras revertidas, como la b, d, y q. Esto es una etapa normal que toma tiempo y un esfuerzo mayor por parte de Uds. Lo niños serrar capaces de leer entonces. Si esto continua siendo un problema después del primo grado, hable a la maestra de su hijo para pedir indicaciones.

Aquí están algunas actividades para ayudar a su niño a que pueda identificar estas letras.

- Juegue juegos usando las palabras "izquierda" y "derecha"- el juego "The Hokey Pokey", bean bag games, etc.
- Háblale de las partes de su cuerpo, de la derecha y la izquierda cuando se están vistiendo. Ejemplo- "déjame poner tu zapato en tu pies derecho"
- Use los términos izquierda y derecha cuando estas manejando o caminando. Ejemplo- "necesitamos virar a la derecha en esta esquina"
- Cuelgue en cartelón con los letras invertidas en la pared y háblales acerca ellas seguido con sus niños. Ejemplo- dedo por d, b por bote

(En la web puedes buscar en

<http://maggieskindercorner.com/bdpq.pdf>)

Según su niño ajo renda la diferencia entre izquierda y derecha, esto la será fácil para ellos y podrán seguir las instrucciones de cómo son las formas de las letras. Ejemplo- haga una línea recta y entonces pegue un circulo en la derecha de la linea

## Musical Letters

### Materials needed:

- Flashcards, letter cards (printed or written)
- Music source- CD player, radio, IPod, etc.

Place some letter cards on the floor. The number of cards you put down depends on how many children you have playing. Put 2-3 cards down for each child if you have two or more children playing. If there is one child put down 4-6 cards. Make sure that there is enough room for your child to move around. Start the music and have your child dance or march around the letters.

When the music stops they need to go to the nearest letter and pick it up. Ask them to identify what the letter is. If there is one child, remove the letter from the game. If there is more than one child playing, put the letters back on the floor for other children to identify. Start the music again, and keep playing until all of the letters have been identified or your child is tired of playing the game. This can be done with letter sounds too.

Alternative- songs can be sung instead of using a CD or tape player

### Skills to be learned:

- Following instructions
- Letter identification

*Adapted from "Family Storyteller"- a literacy program at University of Nevada-Reno*

*(<http://www.unce.unr.edu/programs/sites/storyteller/>)*



Photo from Google Images

Created by Julie Armstrong- Boise State University (October 2010)



## Letras Musicales

### Los materiales necesitaron:

- Tarjetas, tarjetas de letras (emprimadas o escritas)
- Fuente de música- CD, radio, iPod, etc.

Ponga algunas tarjetas de letras en el suelo. El número de tarjetas que ponga depende en cuantos niños están jugando. Ponga 2-3 tarjetas por cada niño si dos o más niños están jugando. Si hay un niño ponga 4-6 tarjetas. Es importante que el niño tenga espacio para moverse. Empieza la música y haga que su niño baile o camine alrededor de las letras. Cuando la música pare el niño tiene que encontrar la letra mas cerca y tomar. Pídale que idéntica la letra. Si hay un niño, quite la letra del juego. Si hay mas de un niño, substituya las letras para que los otros niños puedan identificarlos. Empieza la música de nuevo, y juegue hasta que todas las letras han sido identificadas o su niño este cansado de jugar. Se puede jugar con sonados de las letras también.

### Los habilidades para ser aprender:

- Seguir instrucciones
- Identificar las letras

*(Adapto de "Family Storyteller"- un programa literario al Universidad de Nevada- Reno*

*<http://www.unce.unr.edu/programs/sites/storyteller/>)*



Photo from Google Images

Created by Julie Armstrong- Boise State University (October 2010)



## Mystery Letter

### Materials needed:

- Magnetic letters or other 3-D letters (foam, wood, plastic, etc.)
- Paper lunch bag

Place about 10 letters in the bag. Have your child put their hand in the bag and pick up a letter. Without pulling the letter out of the bag have them describe the letter to you-*ex.*, it has a curve, there is a straight piece, it's fat, etc. Have them guess what the letter is by feeling it and describing it. Pull the letter out to see which letter it is. If they did not guess the right letter, talk about the features that the letter has while looking at it and feeling it.

Continue until all of the letters have been chosen.

Describing words that could be used: straight line, curve, stick, hump, dot, circle, hook, angle, etc.

### Skills to be learned:

- Letter identification
- Describing words

*Adapted from "Get Ready to Read" by the National Center for Learning Disabilities ([www.getreadytoread.org](http://www.getreadytoread.org))*



Created by Julie Armstrong- Boise State University (October 2010)

## Name Memory Game

### Materials needed:

- 2 sets of alphabet cards
- Extra letter cards (if your child has more than one of each letter in their name)

Select the cards that spell out your child's name from each set of cards. Shuffle them and place them face down. Ask your child to turn over any two cards. Have your child tell you the name of the letters. If the cards match, your child gets to keep both cards. If they don't match, they turn the cards over and try again. Have them continue playing until all of the cards have been matched. As the letters are matched help, your child places the cards in the order that their name is spelled. This can be done with other words as well.

### Skills to be learned:

- Matching
- Letter identification
- Turn taking (if you play with 2 players)
- Letter order

*Adapted from "Get Ready to Read" by the National Center for Learning Disabilities, [www.getreadytoread.org](http://www.getreadytoread.org)*



Created by Julie Armstrong- Boise State University (October 2010)

## Juego de Memoria de Nombre

### Los materiales necesitaron:

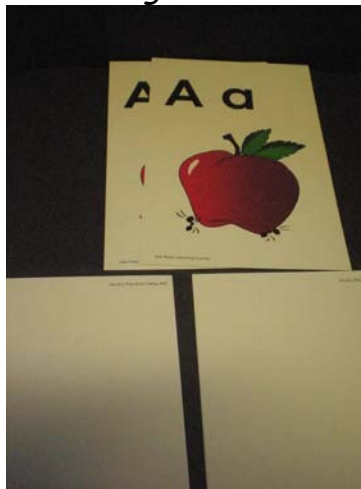
- 2 conjuntos de tarjetas de alfabeto
- Extra tarjetas (si su niño tiene mas de una letra misma en su nombre)

Seleccione las tarjetas que deletrean el nombre de su niño de cada conjunto de tarjetas. Barájelos y colóquelos boca para abajo. Pida que su niño gire más dos tarjetas. Que su niño le diga el nombre de las cartas. Si las tarjetas emparejan (su niño se queda con ambas tarjetas). Si ellos no emparejan, giran las tarjetas sobre y traten otra vez. Siga jugando hasta que todas las tarjetas hayan sido emparejadas. Mientras las cartas son emparejadas ayude a su niño a coloca las tarjetas en el orden que su nombre es deletreado. Esto puede ser hecho con otras palabras también.

### Los habilidades para ser aprender:

- Emparejando
- Identificación de letras
- La vuelta que toma (si juega con 2 jugadores)
- Orden de letras

*Adapted from "Get Ready to Read" by the National Center for Learning Disabilities, [www.getreadytoread.org](http://www.getreadytoread.org)*



Created by Julie Armstrong- Boise State University (October 2010)

## Name Puzzles

### Materials needed:

- Heavy paper- 4x8 inches (the inside of cardboard food boxes can be used)
- Scissors
- Plastic baggies or envelopes for storage
- Markers

Write the name of your child (or a family member) in big block letters on the strip of paper. Write each letter far enough apart so that they can be cut out separately, like a puzzle. Draw a line between each letter and have your child cut each piece out.

J	U	L	I	E
---	---	---	---	---

Mix up the pieces and ask your child to put the letters back together to spell their name like a puzzle.

### Skills to be learned:

- That words have a set order of letters
- To be able to put their name (or other words) into the right order (sequencing)
- Letter identification
- Problem solving

*Adapted from "Family Storyteller"- a literacy program at the University of Nevada- Reno (<http://www.unce.unr.edu/programs/sites/storyteller/>)*

Created by Julie Armstrong- Boise State University (October 2010)

## Rompecabezas de Nombre

### Los materiales necesitaron:

- Papel pesado- pulgadas 4x8 (el interior de cajas de alimento de cartón puede ser utilizado)
- Tijeras
- Bolsas plásticas o sobres para el almacenamiento
- Marcadores

Escriba el nombre de su niño (o un miembro de la familia) en letras mayúsculas grandes en la tira de papel. Escriba cada letra con suficiente distancia aparte para que puedan ser recortadas separadamente, como un rompecabezas. Escriba una línea entre cada carta y tenga a su niño recorto cada pedazo.

J	U	L	I	E
---	---	---	---	---

Mezcle los pedales y pida que su niño ponga la espalda de las letras para deletrear juntos su nombre como un rompecabezas.

Las habilidades para ser aprender:

- Que las palabras tienen un orden fijo de las letras
- Poder poner su nombre (u otras palabras) en el orden correcta (secuenciando)
- Identificación de letra
- La resolución de problemas

*Adapted from "Family Storyteller"- a literacy program at the University of Nevada- Reno (<http://www.unce.unr.edu/programs/sites/storyteller/>)*

Created by Julie Armstrong- Boise State University (October 2010)

## Object hunt

### Materials needed:

- Alphabet letter cards or flashcards (homemade or purchased)
- Paper
- Objects from around the house

Have your child choose a letter card from the alphabet flash cards. Discuss with your child what words start with that letter. On a piece of paper, write the name of an object from around the house that starts with that letter. Spell it aloud as you write it. Place the paper next to the flash card and have your child help you find the object that represents that word. Place the object on the paper, and have your child say the name of the object, and repeat the letter that it starts with. Example: child chooses the letter "S". Think of "S" words- spoon, snake, sock, school. You write "sock" and spell it aloud. Have your child find a sock (with or without help) and place it on the paper under the word. Child says, "Sock, it starts with S". You can repeat with more objects for this letter or choose another letter.

### Skills to be learned:

- Letter identification
- Letter sounds
- Fixed order of letters in words

*Adapted from Developmentally Appropriate Emergent Literacy Activities for Young Children: Adapting the Early Literacy and Learning Model by Elizabeth M. Elliot and Charleen B. Olliff*



Created by Julie Armstrong- Boise State University (October 2010)



## Caza de Objetos

### Materiales Necesarias:

- Tarjetas con las letras del alfabeto (hecho en casa o comprados)
- Papel
- Objetos tomados de la casa

Su niño debe escoger una tarjeta de las tarjetas del alfabeto. Discute con su niño cuales palabras empiezan con las letra. Sobre una hoja de papel, escriba una de las palabras por a el objeto que ha encontrado en la casa. Deletréalo verbalmente mientras lo escribe. Ponga el papel al lado de la tarjeta y pídale a su niño que le ayude a encontrar un objeto que corresponde con esa palabra. Ponga el objeto en la papel, y su niño debe decir el nombre del objeto y repetir la letra con que empieza la palabra. Ejemplo: el niño escoge la letra "s". Piense en palabras que empiezan con "s"- sal, serpiente, sombrero, suelo. Escribe "sal" y deletréalo verbalmente. Pídale a su niño que encuentre la sal (con o sin ayuda) y póngala sobre el papel debajo de la palabra. El niño, dice "Sal, empieza con S". Se puede repetir eso con "S" o escoja otra letra.

### Habilidades para aprender:

- Identificar letras
- Sonidos le las letras
- Orden de las letras dentro de palabras

*Adapto de Developmentally Appropriate Emergent Literacy Activities for Young Children: Adapting the Early Literacy and Learning Model por Elizabeth M. Elliot y Charleen B. Olliff*



Created by Julie Armstrong- Boise State University (October 2010)

## Play dough Letters

### Materials needed:

- Play dough- homemade or store-bought
- Letter cookie cutters
- Alphabet flashcards
- Rolling pin- optional

The object of this activity is to form alphabet letters by rolling the dough out and cutting it with cookie cutters; or rolling the dough into long, snakelike ropes to form letters. To make the ropes, form the dough into a ball and roll it out with the palms of your hands to the desired length and thickness. Form the rope into letters. The child may use the flashcards as a model to make the letters, or trace the letters on the flashcards with the play dough rope. This activity may take some help from older children or adults.

### Skills to be learned:

- Letter shape and form
- Letter identification

*Adapted from Listen, Hear- CELLpractices by Center for Early Literacy Learning- retrieved from <http://www.earlyliteracylearning.org>*



Created by Julie Armstrong- Boise State University (October 2010)

## Plasticina para Letras

### Los materiales necesitaron:

- Plasticina- hecha en la casa o comprada en la tienda
- Cortador de galletas con la forma de las letras
- Tarjetas con el alfabeto

El objeto de esta actividad es formar las letras aplanando la plasticina con el rodillo y cortarlas con el cortador de galletas; o enrollar la masa en forma de sogas que luzca como una serpiente para poder formar las letras. Para hacer la sogas, forme una bola con la masa y enróllala con las palma de las manos para decidir el largo y forma la sogas en letras. El niño puede usar las tarjetas como modelos para hacer las letras, o para trazar la letra en la carta brillante con la sogas de plasticina. Esta actividad puede requerir la ayuda de niños mayores o de los adultos.

### Los habilidades para ser aprenden:

- Forma de las letras y contornos
- Identificación de las letras

*Adapto de "Listen, Hear"- CELL Practices by Center for Early Literacy Learning. Retrieved from <http://www.earlyliteracylearning.org>*



Created by Julie Armstrong- Boise State University (October 2010)

## T-Chart Comparison

### Materials needed:

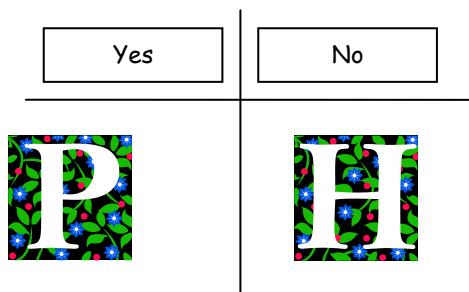
- T-chart handout
- Small letters-magnetic or small letter cards (on paper or cardstock)
- Word cards- these can be written on 3x5 index cards or small pieces of paper

This activity can be done with any word that your child wants to learn. Label one side of the T-chart, "Yes" and on the other side, "No". Write a word to work on. Your child's first or last name is a good place to start. Place the letters of that word, plus five extra, in a small bowl. Ask your child to take a letter out of the bowl. Have them place the letter on the side of the T-chart that it belongs on. If it's in the word (Yes) or not in the word (No). Have them name the letter and continue with the activity until all of the letters have been chosen from the bowl. Extension: have your child match the letters to the word model.

### Skills to be learned:

- Sorting
- Letter identification
- Letter order (sequencing)

*Adapted from The Florida Center for Reading Research- K-1 Student Center Activities: Phonics*





## Grafico de la T

### Los materiales necesitaron:

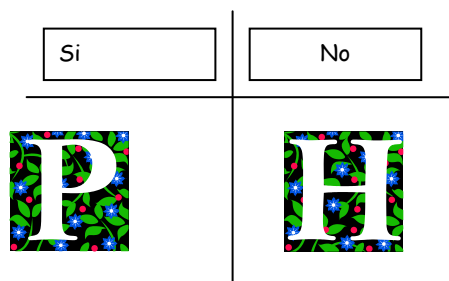
- Folleto con grafico- T
- Letras pequeñas ( magnéticos o letras en tarjetas)
- Tarjetas con palabras (escritas en tarjetas 3x5 o pedasos pequeño de papel

Puede hacer esta actividad con cualquier palabra que usted quien que su chico aprenda. Clasifique un lado de la grafico-T- "con la palabra si"- y el otro lado-

"con la palabra no". En la tarjeta, escriba la palabra con la cueva a trabajar. Quizás el nombre o apellido de su niño, para empezar. Ponga las letras de esa palabra, mas cinco extra, en un cuenco pequeño. Pídale a su niño que tome una letra del cuenco. El niño debe poner la letra en el lado de la grafica. I donde pertenece- "en la palabra"- si o la palabra. No pídale a su niño el nombre de las letras y sigue con la actividad hasta que todas las letras hayan sido tomadas del cuenco. Haga que su niño saque las letras de la grafica-T, y que las coloque en el orden que aparecen el la tarjeta.

### Habilidades para aprender:

- Clasificar
- Identificar letras
- Orden de las letras (secuencia)



## Trace your name

### Materials needed:

- Alphabet cards- homemade or purchased

Help your child find the alphabet cards for each letter of their first or last name from the stack. Ask your child to lay out the cards in the order that their name is spelled. Have them trace it with their finger as they spell it aloud to you.

### Skills to be learned:

- Letter formation
- Sequencing of letters in name
- Letter identification

*Adapted from a "Get Ready to Read" activity-*

*<http://www.getreadytoread.org/>*

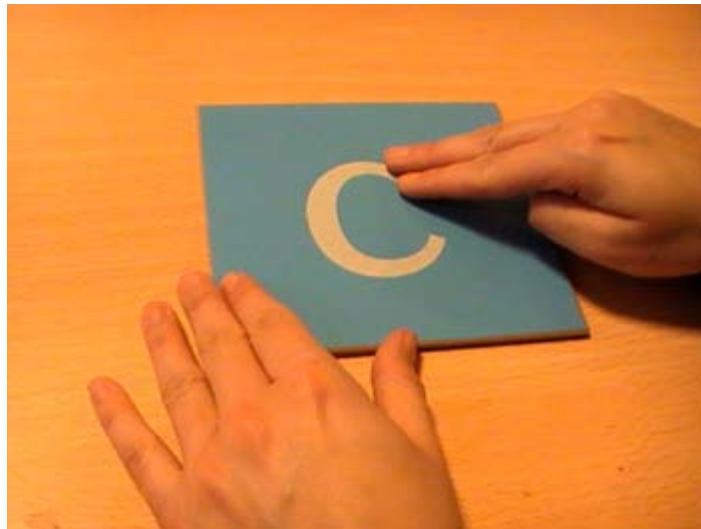


Photo from Google Images

<http://www.infomontessori.com/Pictures/montessori-language-sandpaper-letters.jpg>

Created by Julie Armstrong- Boise State University (October 2010)

## Huella su nombre

### Los materiales necesitaron:

- Tarjetas de alfabeto caseras o compradas

Ayude a su niño a encuentra las tarjetas del alfabeto para cada letra de su primer nombre o el apellido. Pida que su niño coloque las tarjetas en la orden en que su nombre es deletreado. Después haga ellos lo que trazan con su dedo como y lo deletrean en voz alta.

### Los habilidades para ser aprendidas:

- Formación de letras
- Secuenciar las de letras en el nombre
- Identificación de letras

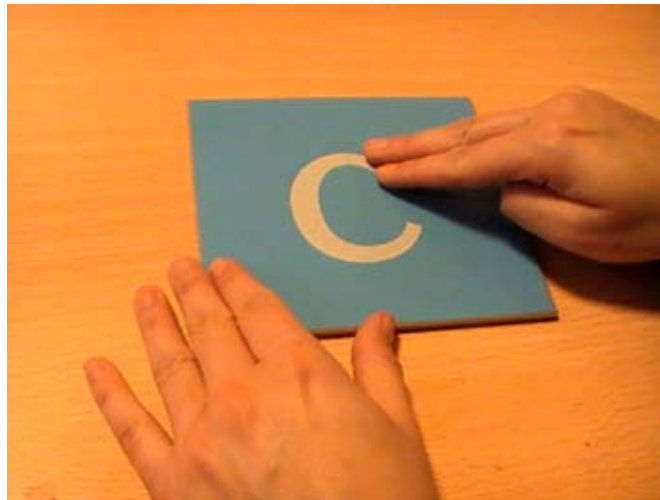


Photo from Google Images

<http://www.infomontessori.com/Pictures/montessori-language-sandpaper-letters.jpg>

Created by Julie Armstrong- Boise State University (October 2010)



## 3-D Letter Cards

### Materials needed:

- Inexpensive flashcards
- White school glue

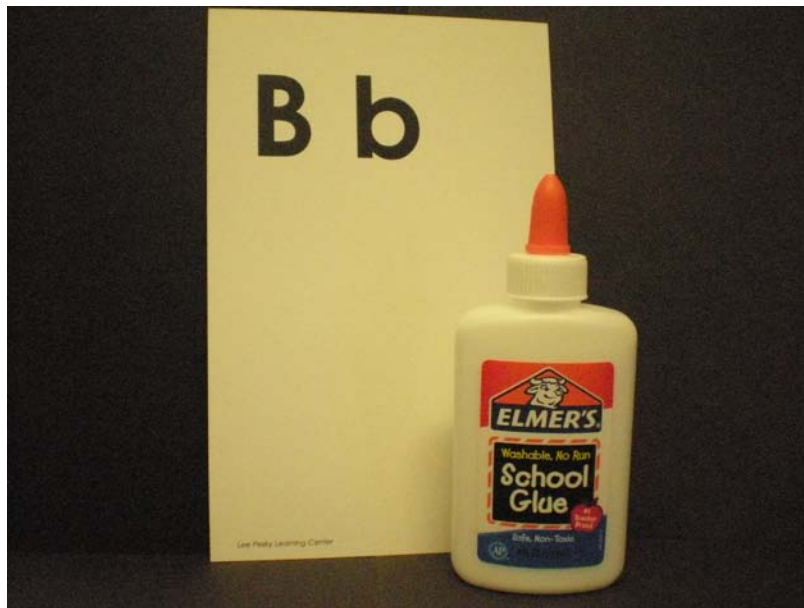
Trace the shape of each letter on the cards with a heavy line of glue. Let the glue dry. The lines on the letters should be raised. As your child works with the cards ask them to trace the lines of the letters with their finger. Talk about if the lines are straight or curved, big or small.

### Skills to be learned:

- Letter shapes and direction
- Letter identification
- Describing words

*Adapted from "Literacy at Home and School" by Erin Pearson Beauchamp-George Mason University-*

*[http://mason.gmu.edu/~cwallac7/TAP/TEST/literacy/3.html#\\_activities](http://mason.gmu.edu/~cwallac7/TAP/TEST/literacy/3.html#_activities)*



Created by Julie Armstrong- Boise State University (October 2010)

## Tarjetas de Letras Tridimensionales

### Los materiales necesitaron:

- Tarjetas económica
- Goma blanca

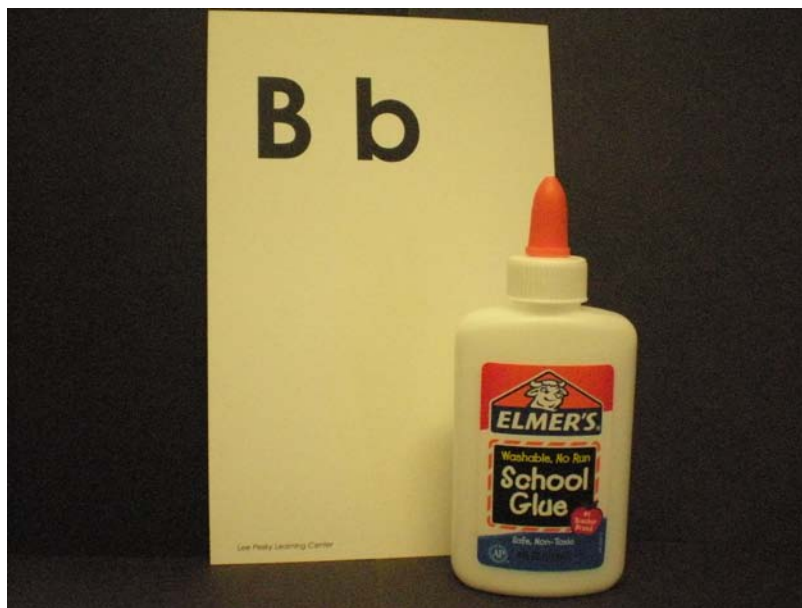
Trace la forma de cada letra en las tarjetas con una línea gruesa de goma, deje la goma secar. Las leneas de las letras deben sobresalir, ser gruesas. Cuando tus hijos estén trabajando con las tarjetas pídale entonces que tracen/recorran la línea/superficie de las con sus dedos. Hable acerca de la línea/superficie de las letras, si son rectas, curvas, grandes o pequeñas.

### Los habilidades para ser aprender:

- Forma y dirección de las letras
- Identificación de las letras
- Palabras que describan estas letras

*Adapted from "Literacy at Home and School" by Erin Pearson Beauchamp-George Mason University-*

*[http://mason.gmu.edu/~cwallac7/TAP/TEST/literacy/3.html#\\_activities](http://mason.gmu.edu/~cwallac7/TAP/TEST/literacy/3.html#_activities)*



Created by Julie Armstrong- Boise State University (October 2010)

**B**

**b**

**A**

**a**

✓

D

d

C

c

✓

**F**

**f**

**M**

**Q**

*f*

**H h**

**G**

**g**

f

**J j**

**I i**

✓

LI

Kk

8



**N**

**n**

**M**

**m**

✓

P p

O o

✓

**R r**

**Q q**

5

**T t**

**S s**

*f*

V

v

U

u

9

**X**

**X**

**W**

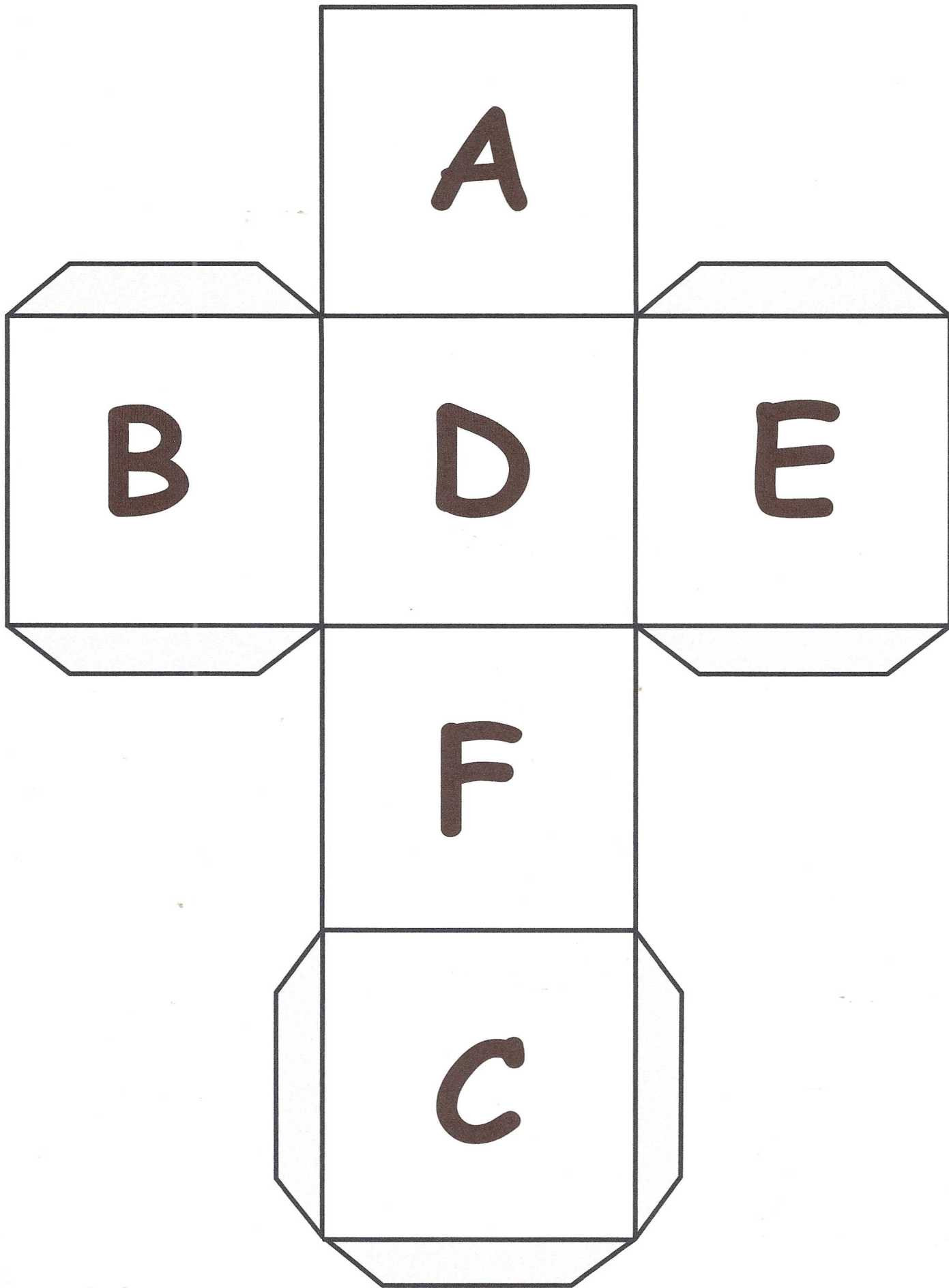
**W**

*f*

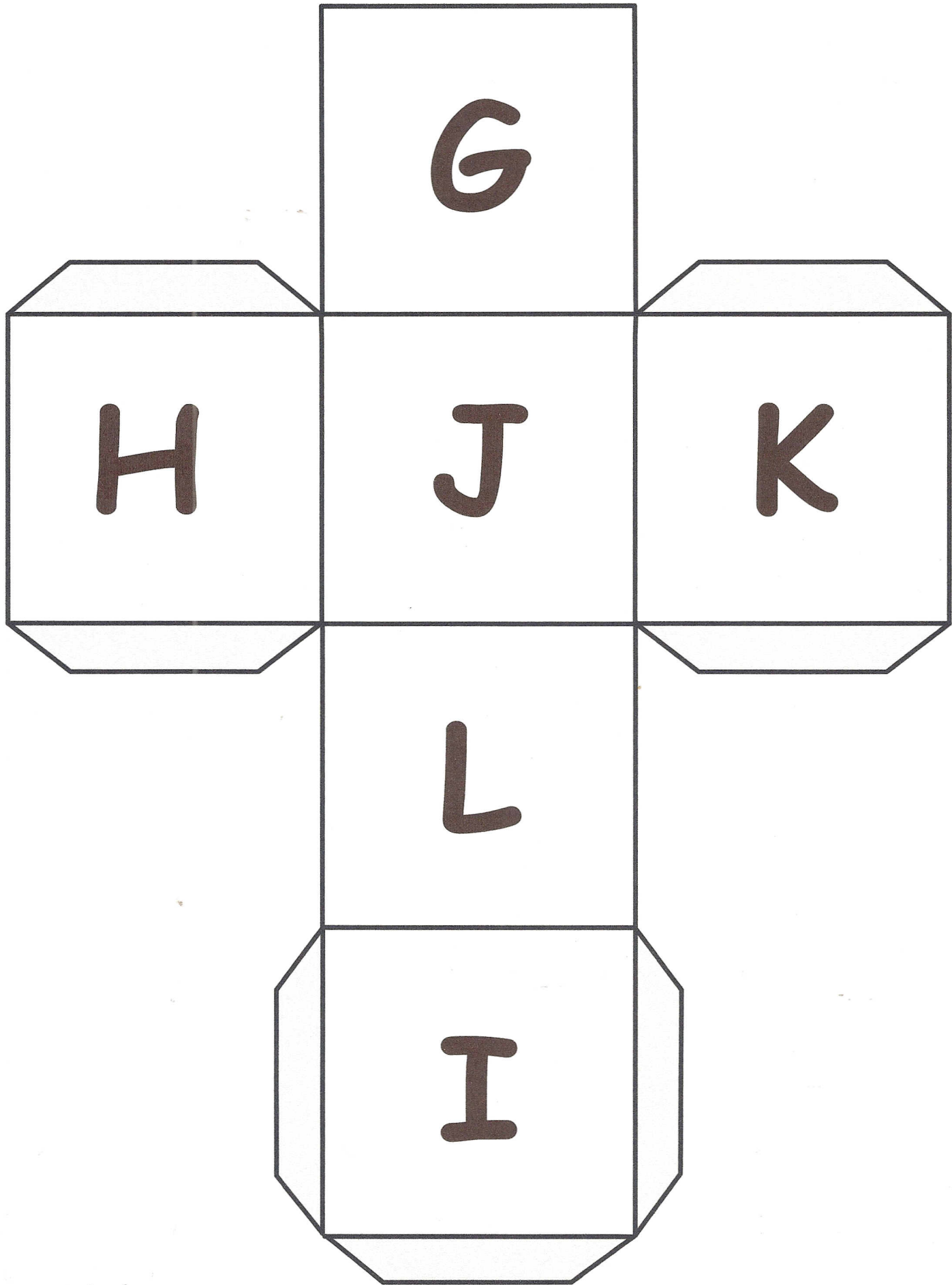
Z Z

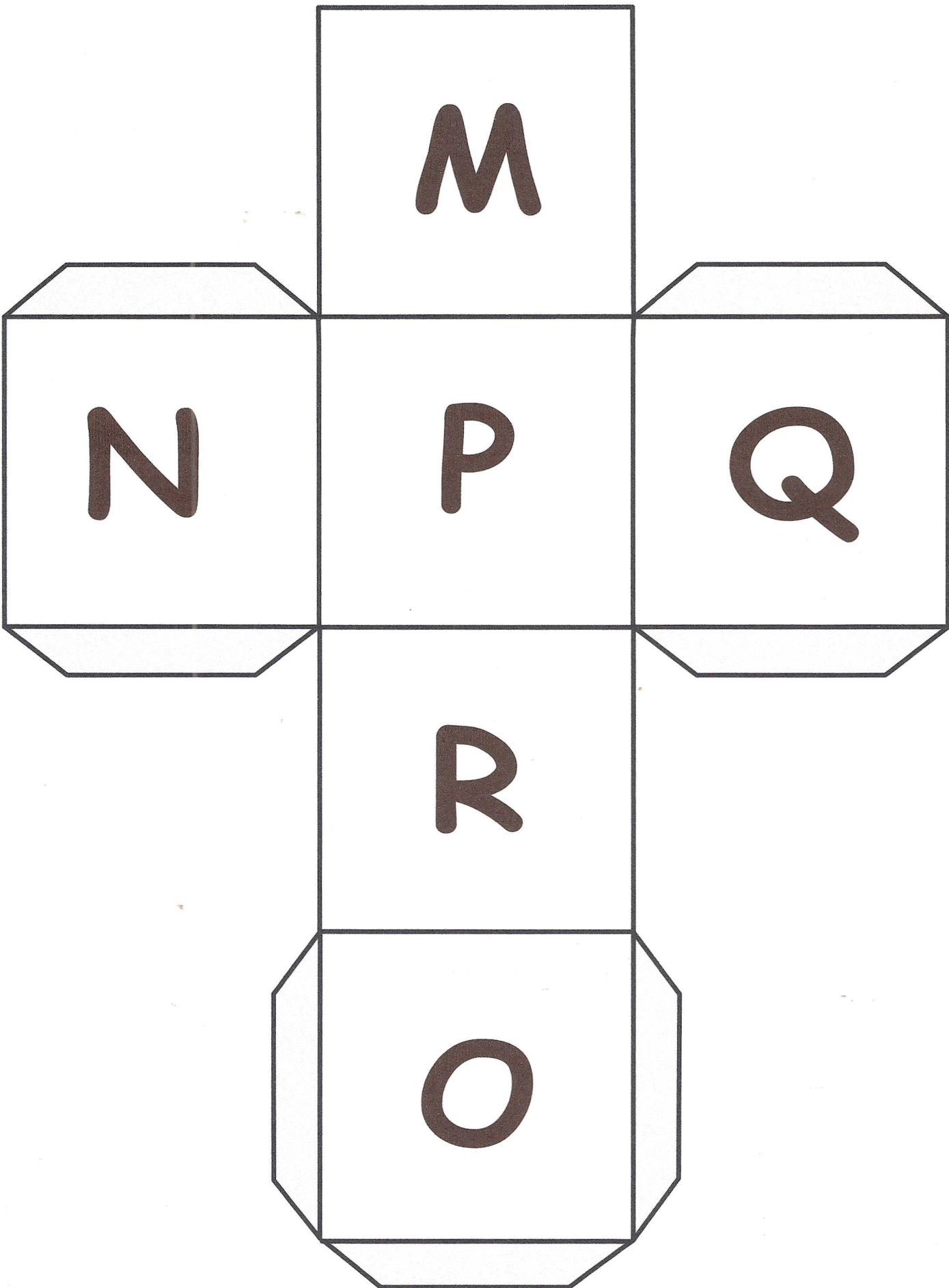
Y Y

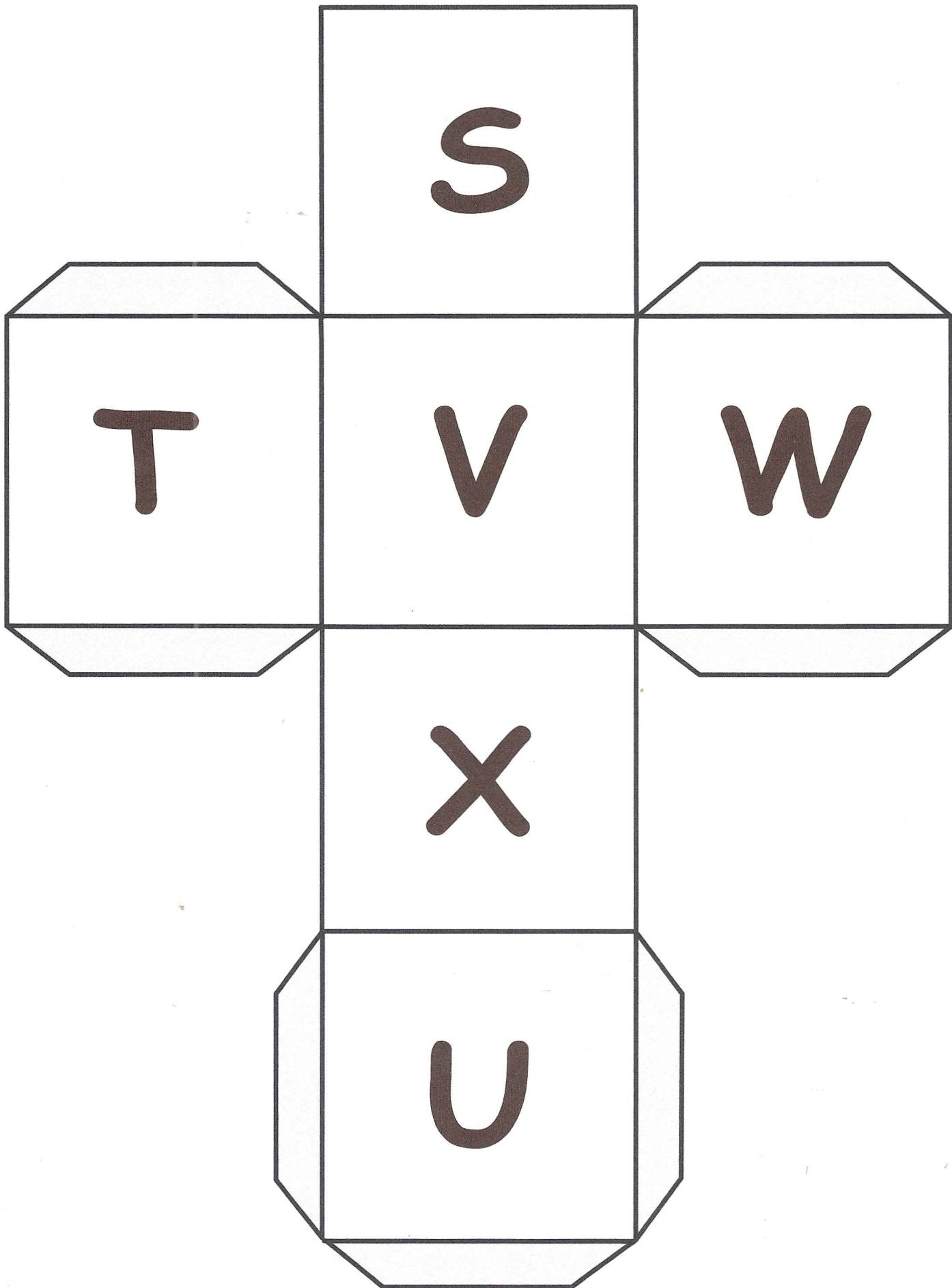
g

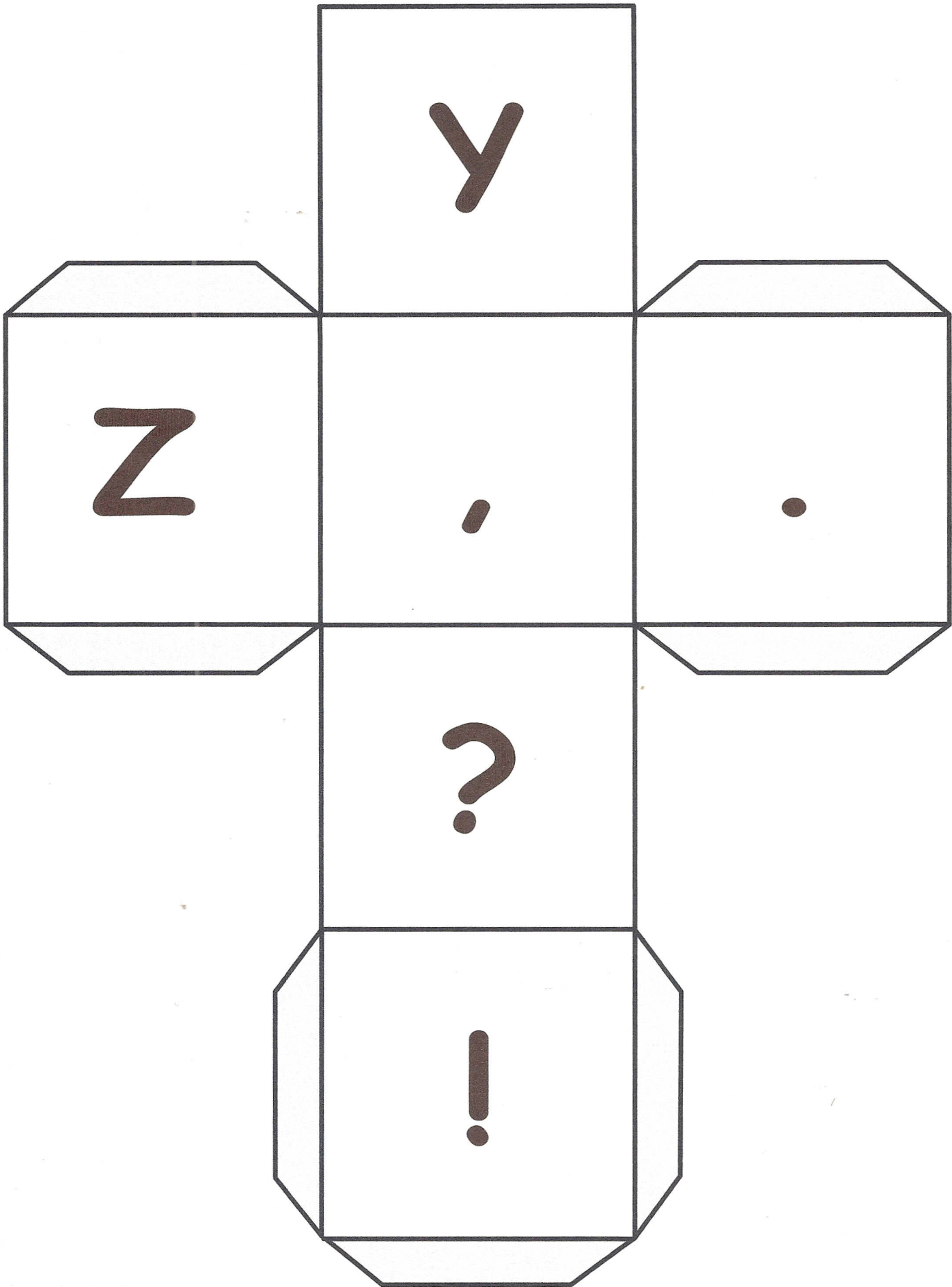


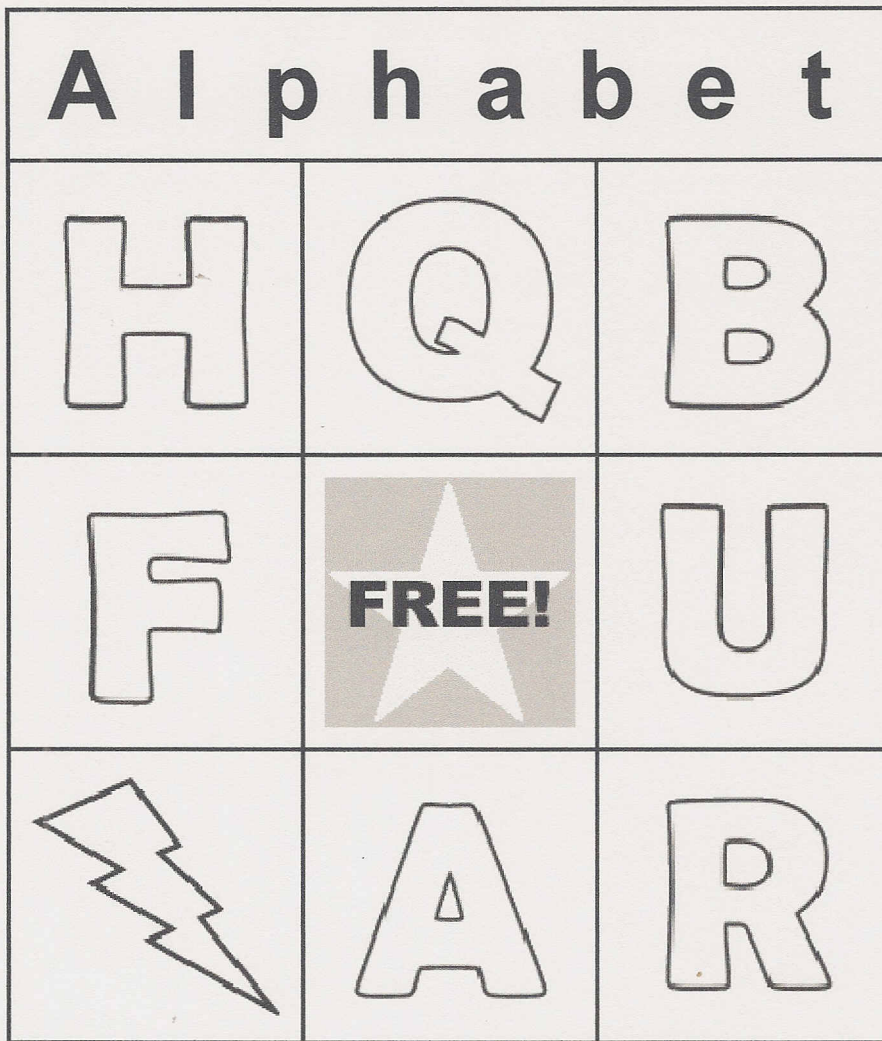





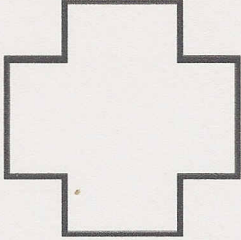


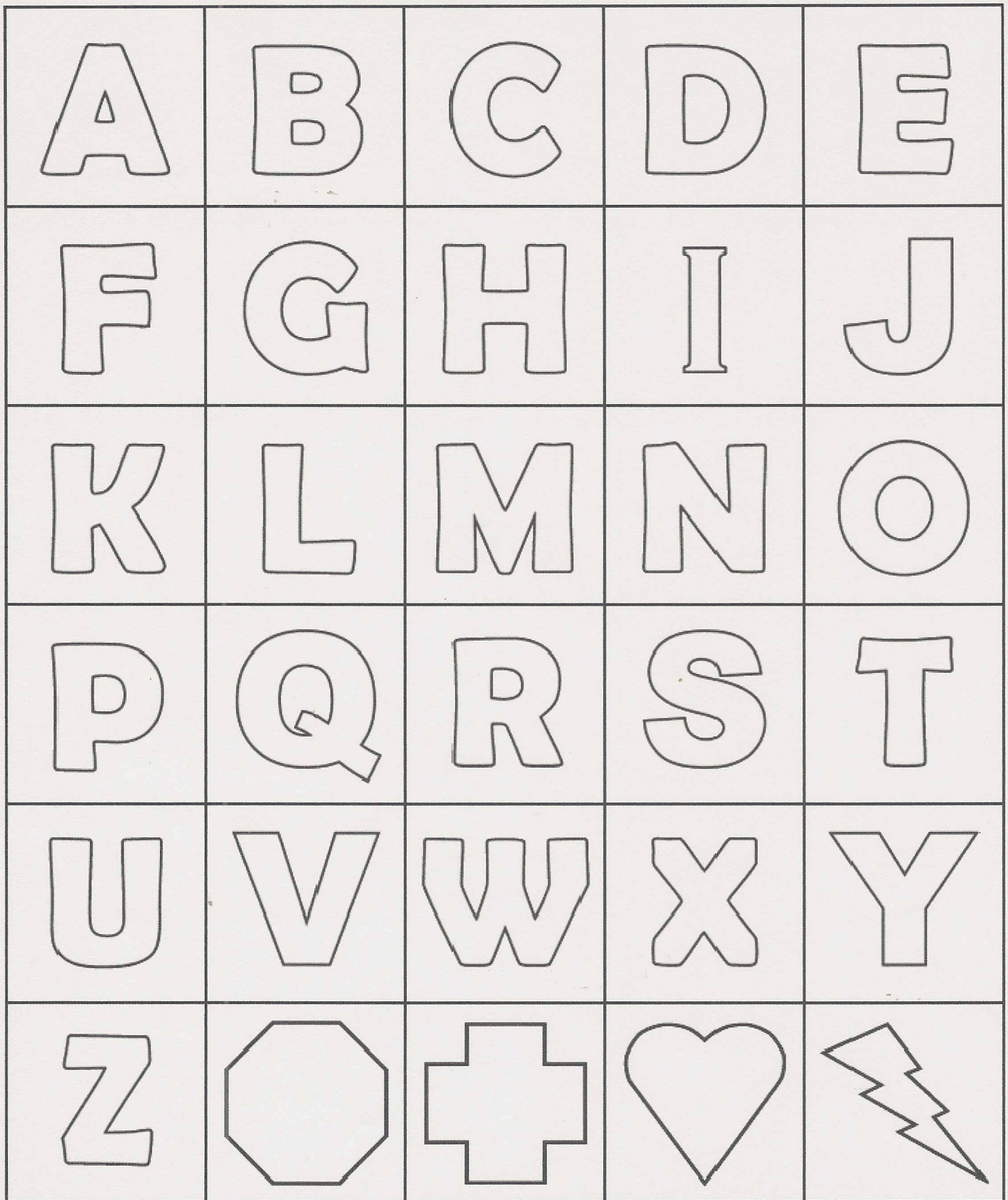






<b>A l p h a b e t</b>		
<b>Q</b>	<b>V</b>	<b>N</b>
<b>U</b>		<b>X</b>
<b>K</b>	<b>H</b>	<b>P</b>

<b>A l p h a b e t</b>		
<b>Q</b>	<b>A</b>	<b>L</b>
<b>P</b>		<b>N</b>
<b>M</b>	<b>R</b>	



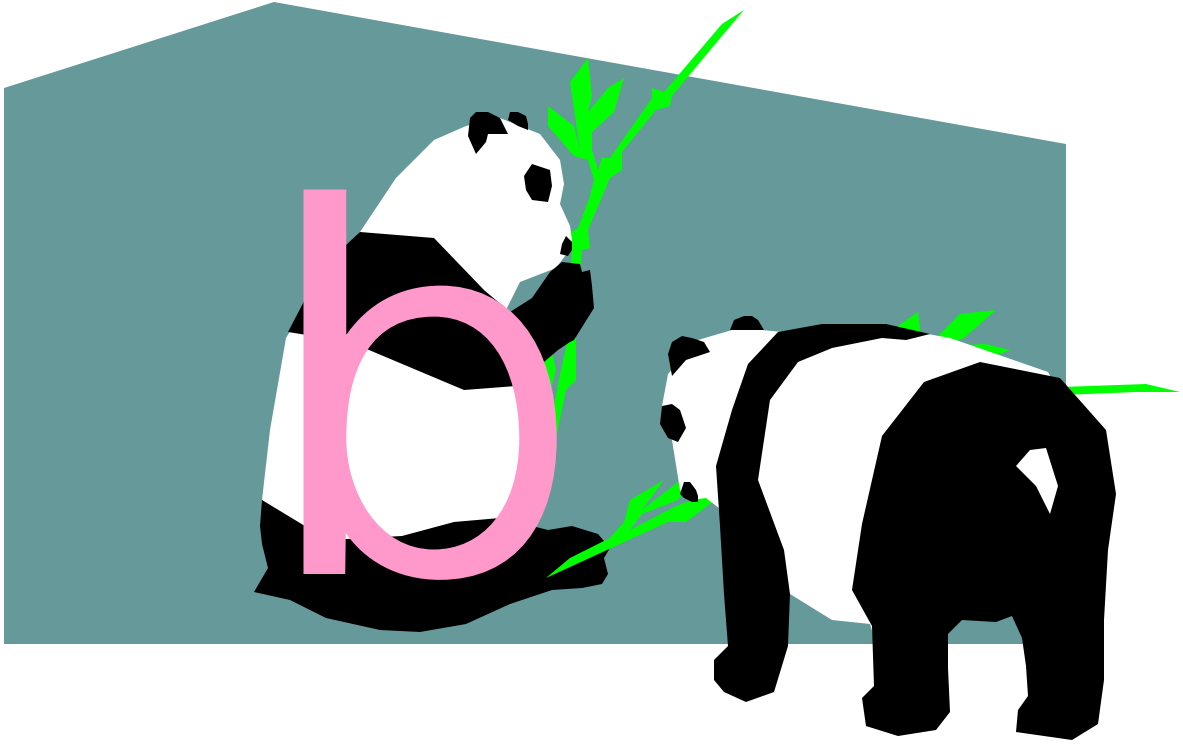




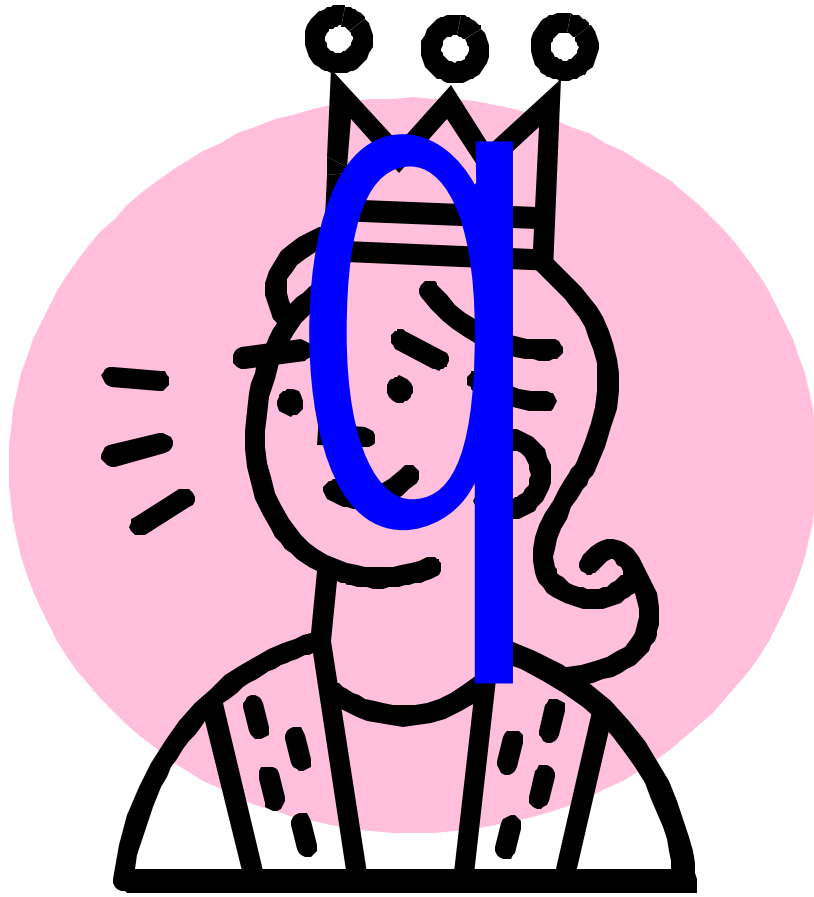
This is the letter **d**  
and **d**  
says /d/,  
Doorknob first,  
then the door!



This is the letter **p** and **p**  
says /p/,  
The pig's tail's down and  
his belly's hanging out!



This is the letter **b**  
and **b** says /b/,  
baby bear first  
with his belly  
hanging out.



This is the letter **q** and

**q** says /kw/

The queen is first with  
her hair flipping up.

## Playdough Recipes

### Cooked Playdough:

2 cups of flour

2 cups of water

1 tbsp. vegetable oil

1 tsp. cream of tartar

1 cup of salt

Food coloring or 1 package of Kool-Aid

### Directions:

Place all of the ingredients in a large pan. Cook slowly on medium high and stir it until the playdough thickens. Keeps best in a sealed plastic container.

### Rubbery Playdough:

1  $\frac{1}{2}$  cups water

1 cup of cornstarch

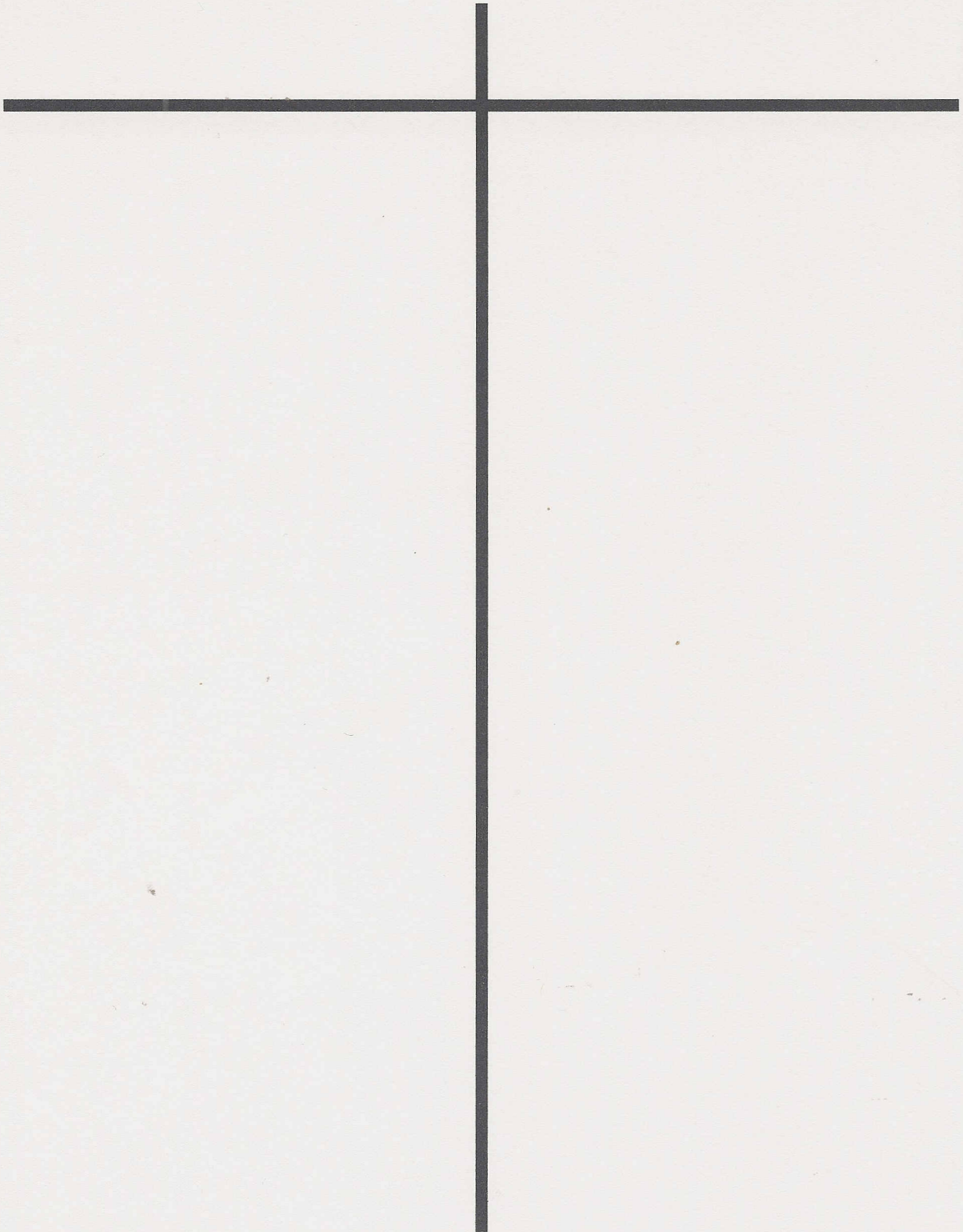
2 cups of baking soda

### Directions:

Mix all ingredients together and boil over medium heat. Once doughy, remove from heat.

Name: \_\_\_\_\_

t-chart



Please fill out this survey and send it back in the envelope. Thanks so much!

- 1) Did you find the letter activities to be useful?
  
- 2) Were they enjoyable?
  
- 3) Were the directions easy to understand? If not, how could the directions be improved?
  
- 4) Did you feel like your child was able to learn the letters of the alphabet by using the activities?
  
- 5) Was it hard to work the activities into your schedule?