

Alphabet Recognition Game

Purpose

Knowing the names of the letters is a predictor of future reading success. There are many ways to observe a child's knowledge of the alphabet in the context of playful everyday activities. This activity enables you quickly to survey how many uppercase or lowercase letters a child can name.

Objective 16 Demonstrates knowledge of the alphabet

- Identifies and names letters
- Uses letter-sound knowledge

Related objectives: 2, 7, 11

What You Do

Materials: a set of letter-recognition materials (all uppercase and lowercase letters), either commercially made or teacher-prepared alphabet cards

Objectives for Development & Learning, page 88

Child Assessment Portfolio, pages 36–38

- Review the progressions for Dimensions 16a and 16b to determine the appropriate number of letter cards and which cards to use with each child.
- Spread the cards on the table or floor with the uppercase (capital) letters facing up.
- Ask the child to find each letter that he or she recognizes, name it, and turn the card over.
- If the child names at least 10 uppercase letters correctly, repeat the procedure with the lowercase letters.
- If the child recognizes at least 8 lowercase letters, ask the child about the letters and their sounds. For example, say, "Matt, you found the M in your name. The sound of the letter M is /m/. What are the sounds of some of these other letters?"

Assessing All Children

- Allow a child various ways to identify: point, name, associate the sound.
- Let a child touch the letters to identify the ones he or she knows. Provide hand-over-hand assistance if needed.
- Have a child point to the letters as you say their sounds.
- Use other letter manipulatives, such as letter tiles, letter stamps, magnetic letters, etc; use large and/or tactile letters.

Assessing Children's Progress

Use this information as well as the information from the observation notes you have collected to determine the highest level the child has demonstrated. Under the Documentation tab, add documentation by first selecting the appropriate *Assessment Opportunity Card* from the drop down box. This activity's related objectives and dimensions will be highlighted for you to record your ratings. Additionally, an electronic form will be provided to capture your observations specific to this activity.

16a. Identifies and names letters

Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
		Recognizes and names a few letters in own name		Recognizes and names as many as 10 letters, especially those in own name		Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order		Identifies and names all upper- and lowercase letters when presented in random order	

Level 2: Recognizes and names a few letters in own name

Level 4: Recognizes and names as many as 10 letters, especially those in own name

Level 6: Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order

Level 8: Identifies and names all upper- and lowercase letters when presented in random order

16b. Uses letter-sound knowledge

Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
		Identifies the sounds of a few letters		Produces the correct sounds for 10-20 letters		Shows understanding that a sequence of letters represents a sequence of spoken sounds		Applies letter-sound correspondence when attempting to read and write	

Level 2: Identifies the sounds of a few letters

Level 4: Produces the correct sounds for 10-20 letters

Level 6: Shows understanding that a sequence of letters represents a sequence of spoken sounds

Level 8: Applies letter-sound correspondence when attempting to read and write

Questions to Guide Your Observations

Related Objectives

- How did the child interact with the adult during the experience? (Objective 2)
- If letter manipulatives were used, how did the child handle them? (Objective 7)
- How long was the child able to attend to the activity? (Objective 11)