

LL48

All Interest Areas

D Is for Door

What You Do

Materials: two sets of letter cards, tape

1. Place two sets of alphabet cards on a table. Use one set to attach to various objects around the room that begin with the letter on the card. For example, tape the letter *D* to the door, *F* to the fish food, and *T* to the table. Place the matching letters from the other set on a table where the children can reach them.
2. Invite the children to match additional letters from the first set of alphabet cards to objects around the room, e.g., *B* to blocks shelf. After they have finished, point to a letter taped to an object, and prompt the children to talk about the letter they see.

"Yes, this is a *C* for *couch*. It makes the /k/ sound. /k/, /k/, couch begins with the /k/ sound. That's the letter *C*."

3. Show the children the second set of letter cards on the table. Explain that each letter taped to an object corresponds to a matching letter card on the table. Help the children find the matching letter, and ask them to tape it next to the letter card on the corresponding object.

"Kaelen, you found the curved letter *C* on the table. You may tape it next to the *C* we found on the couch."

4. Encourage the children to find more letters around the room and then match them with the cards on the table. Each time they find a letter, prompt them to name the letter and talk about its attributes and the sound it makes. Continue the activity for as long as it interests the children.

Objective 16

Demonstrates knowledge of the alphabet

a. Identifies and names letters

Related Objectives 2c, 7a, 8a, 9a, 11a, 16b

Multilingual Learners

- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.
- When multilingual learners try to participate by saying a single word, respond by integrating that word into a short conversation.
- Pair English-language learners with more proficient English speakers to attach letters to objects.

Including All Children

- Bring objects to the table so a child can easily reach and label them.
- Provide large magnetic or textured letters, for a child to feel as you describe them.
- Use double-stick tape on the back of the letters to make it easier for a child to place them next to their objects.

Questions to Guide Your Observations

- How many letters did the child identify by sight? Was the child able to match the correct letters? (16a)
- Was the child able to describe the letter features? (9a)
- How long was the child able to attend to this experience? (11a)
- What words did the child spell using the letter cards? (16b)

Teaching Sequence

YELLOW	<p>Use up to three uppercase letters, including the first letter of the child's name, and walk with the child around the room to find the letters. Name the letter she finds and prompt her to trace the letter with her finger. Talk about the shape and sound of the letter.</p> <p>"You found an <i>S</i> for <i>sand</i>. <i>S</i> is also the first letter in your name. It makes a /s/ sound." "Let's go see if we can find an <i>S</i> on the table to match this one."</p>
GREEN	<p>Use up to 10 uppercase letters, and invite the child to name the letters as he finds them around the room. If necessary, help him find the matching card on the table.</p> <p>"Andy, you found the letter <i>E</i> on the easel. What sound does the <i>E</i> make? Listen when I say the word <i>easel</i>. What sound do you hear?"</p>
GREEN	<p>Include 10–20 uppercase letters for the child to identify. Offer assistance only as needed when the child is matching letter cards with objects in the room.</p>
BLUE	<p>"What letter did you find in the Technology area? I see you found an <i>M</i> for <i>mouse</i>. What sound does an <i>M</i> make? Yes, it makes a /m/ sound. Can you go find the card on the table to match?"</p>
BLUE	<p>Include 10–20 uppercase and lowercase letters in the activity. Ask the child to choose a letter from the table before finding a matching letter somewhere in the classroom. Prompt the child to talk about the letter sound. Invite her to think in advance of objects in the room that begin with that sound.</p>
PURPLE	<p>"You picked a <i>p</i> from the table. Now can you find a <i>p</i> taped to something in the classroom? What can you think of that starts with a <i>p</i> that you might find in here? Yes, <i>printer</i> starts with a /p/ sound. So does <i>plant</i>."</p>
PURPLE	<p>Include extra cards on the table that do not match an object in the classroom. Invite the child to sort through the cards and place the cards that don't match objects into a separate pile.</p> <p>"I see that you have a <i>V</i> in your hand. Did you find a <i>V</i> in the room? You can put that letter in a separate pile since it's not used somewhere in the classroom."</p> <p>Invite the child to find the letters to spell familiar words in the room. Tape the letters to the object as she spells the word.</p> <p>"You found the <i>c</i> for <i>carpet</i>. Can you find the next letter that would come after <i>c</i>? We can tape the letters together to make the word."</p>

