

# Letters & Literacy



Additional Literacy Experiences for  
the July 2019 Unit,  
“Super Science”



# Important Information

The following experiences are designed to complement the July 2019 Gee Whiz teaching unit, "Super Science." These experiences are not required! Instead, they are a tool you can use to integrate an exposure of letter names, letter sounds and creative writing into the curriculum IF you feel your children are ready. This website has great information on print and alphabet knowledge. There are four sections to explore: KNOW, SEE, DO, IMPROVE. Check it out: <https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/print-alphabet-knowledge>

Keep in mind that children develop at their own rates. Many four and even five-year-olds may not be ready to identify letters and this is OK. You need to think about each individual child and his/her level of development. These activities and experiences should only be used with those children who you feel are ready to explore letter concepts.

Additionally, to make sure that you are exposing children to letter names, letters sounds and writing in a meaningful way, this document provides suggested times when we feel it would be meaningful to do so.



## Letter Exposure Activities for “Super Science”

Activity Title	Page #	Letter(s) to Integrate	How?
Experimentation Station	5	E	If you plan to leave the Experimentation Station open during the majority of this unit, have children who are ready help you create a sign for this area. Locate a large sheet of white paper or posterboard. Invite children who you feel are ready to join you. Using large letters, print the words, “Experimentation Station” on the paper. Talk about each letter as you write it. Do any of the children have any of the same letters in their names? If so, which ones? Then, point out the letter E at the beginning of the word <i>Experimentation</i> . Note that this E is a capital letter. Can the children find any lowercase e’s in the word <i>Experimentation</i> ? Next, invite the children to decorate the sign. As they decorate, engage them in conversations. Then, have the children figure out where they want to display the completed sign.
Icy Art Creations	7	Letters in the children’s names	This experience opens the door for children to explore the letters in their own names in a very fun, and unique, way. After the children create their icy art, provide those children who are ready with another large sheet of white paper. Those children who are ready can choose markers to write their names in VERY large letters on the paper. You can write the names of those children who are not yet ready to write. Be sure to take time to identify the letters in each child’s name during this process. Then, have the children use ice cube painters to trace over their names. What happens?
Mud Pie Madness	9	M and P	This experience opens the door for you to talk about the letters M and P. As the children play in the mud, create a selfie sign that says, “My Mud Pie.” Chances are good that some of the children will watch what you are doing. If this is the case, talk about each word as you write it. Name the letters and talk about the sounds they make. Then, as each child completes his/her mud pie, invite him/her to take a “selfie.” (Well...it really won’t be a selfie since you will be taking the picture!). Put the sign in front of the child with his/her mud pie and take a photo. Then, text or email the photo to the child’s parents along with a caption that explains what the child was doing and why. This is a great way to keep parents/guardians informed and involved.

## Letter Exposure Activities for “Super Science”

Activity Title	Page #	Letter(s) to Integrate	How?
Down It Goes	11	R	<p>During the experience, the children will be experimenting with ramps and toy vehicles. As the children play, print the word <i>ramp</i> on a sheet of paper. As children notice and become curious, read the word to them. Talk about the letters that make up this word and note the sound the letter R makes at the beginning of the word. After the children finish exploring, take this experience a step further those who are ready. Provide cardboard boxes, sheets of posterboard, assorted types of tape and crayons/markers. Challenge these children to use the materials to build their own ramps. This is going to require quite a bit of problem-solving and fine motor control. Once each child completes, his/her ramp, he/she can test it. How does it work? Finally, you (or the child if he/she is writing) can write the word <i>ramp</i> on the</p>
Which Falls the Fastest?	13	U and D	<p>During this Exploring Together experience, the children experimenting with gravity. As part of the activity, items will be dropped and go down. But, you can extend this experience for children who are ready by challenging them to make the items go up and then come down. Make sure to do this in your outdoor play space where the children have plenty of room. After they exploring with making the objects go up and down, print the words <i>up</i> and <i>down</i> on index cards as the children watch. Note the letters in these words and talk about the sounds U and D make at the beginning. Then, use the cards to play a game. Tell the children with you hold up the UP card, they should reach their hands up high. When you hold up the DOWN card, they should make their bodies go down. If, after playing the game, the children want to make their own set of cards so they can play this game at home, help them do so. This would provide a wonderful opportunity to further reinforce the letters in these words.</p>
My Beautiful Rock	15	R	<p>The word <i>rock</i> is a word that begins with the letter R. As the children create their beautiful rocks, print the word <i>rock</i> on a sheet of paper. Talk about the letters that make up this word and the sound of the letter R. Then, invite those children who are ready to work with you to make a “rocky R” outside. Use sidewalk chalk to write a large capital R as well as a lowercase r on a hard surface. Then, challenge the children to find rocks to place on these letters. How many rocks do they think it will take? Compare their predictions to the actual amounts. Take a photo to text/email to parents/guardians.</p>