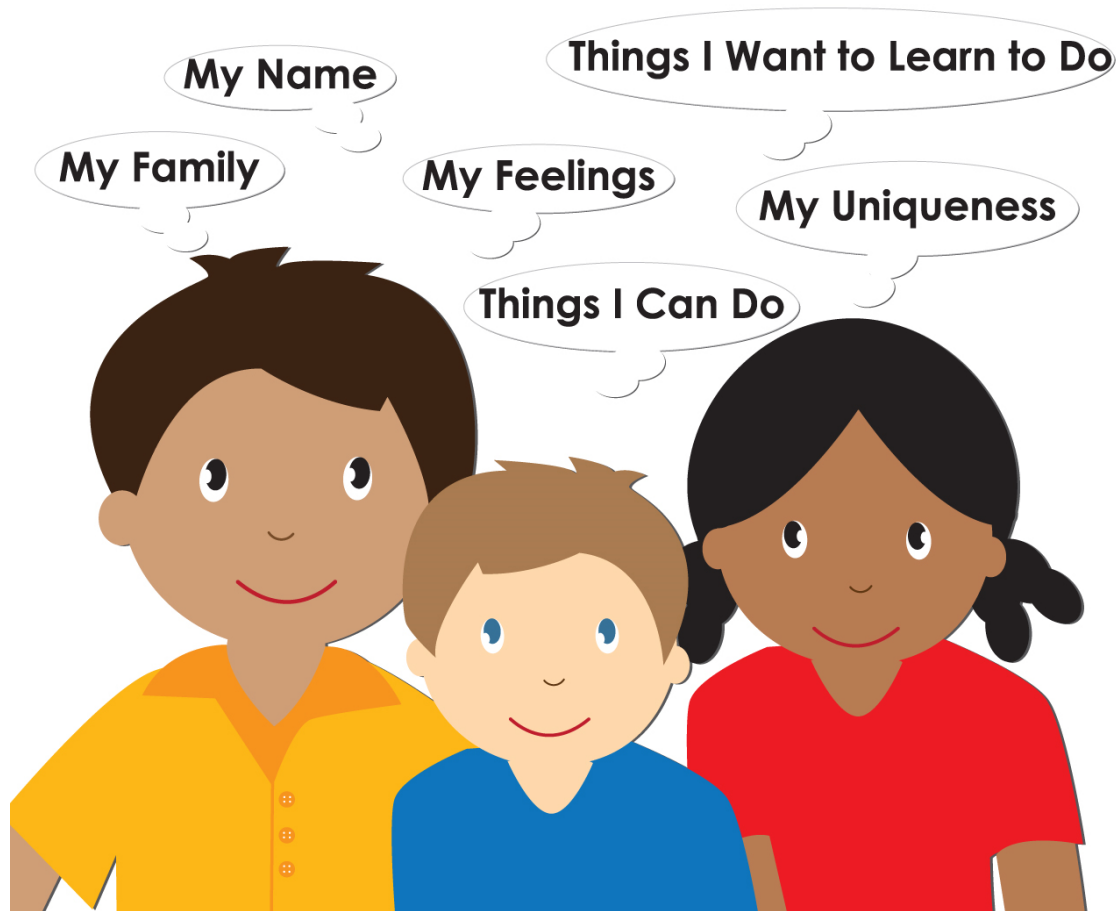


Letters & Literacy



Additional Literacy Experiences for
the September 2021 Unit,
"All About Me"



Important Information

The following experiences are designed to complement the September 2021 Gee Whiz teaching unit, “All About Me.” 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 “All About Me”

Activity Title	Page #	Letter(s) to Integrate	How?
Name Toss	5	Letters in each child's name	During this experience, the children will play a game that utilizes their names. This, of course, opens the door to talk about the letters in each child's name. If you are able to play the game outdoors (using sidewalk chalk and beanbags), invite the children to use chalk to practice writing their names. They can write on any hard surface such as a driveway, sidewalk, patio or even a wooden fence. As the children write, talk with them about the letters that make up their names. Reinforce beginning sounds as well. If the children are writing near one another, challenge them to compare and contrast their names. Do any of them have names that contain the same letters? Begin with the same sound? Now would also be a great time to record an anecdotal note about each child's ability to write his/her name + identify some letters.
My Handprint. Your Handprint.	9	H	During this experience, the children will make and compare handprints. As part of this experience, with children who are developmentally ready, print the word <i>hand</i> on a piece of paper while they watch. Name each letter as you write the word. Talk about the sound the letter H makes at the beginning. Do any of the children have a name that begins with the same sound? Next, get out a very large sheet of paper (a piece of mural paper or posterboard would be great) and challenge the children to use handprints to make a giant letter H. See if the children can work together to figure this out on their own. You might want to have a pencil handy because they may find it helpful to write the large letter H first and then cover it with handprints. Let the decision be theirs!
I Feel...	10	Many different letters	During this experience, the children will talk about feelings. As an extension of this experience, have the children dictate sentences about feelings. Start with something like, “I feel happy when...” and have each child complete the sentence. Write down exactly what the child says, noting letter names, letter sounds and words in the process. Compare and contrast what the children say after everyone has had a chance to finish the sentence. Does the same thing make everyone happy? Why not? Repeat with a new sentence starter such as, “I feel excited when...” You could also do, “I feel sad when...” or “I feel frustrated when...” Display the children's responses on the wall and talk about them together. They should quickly discover that their feelings are yet another way in which they are unique.

Letter Exposure Activities for “All About Me”

Activity Title	Page #	Letter(s) to Integrate	How?
Look What I Can Do	14	C, A, N	<p>During this experience, the children will explore the many things they can do. As an extension of this experience, with children who are developmentally ready, print the word <i>can</i> on a sheet of paper while the children watch. Do the children recognize any of the letters? Which ones can they name? Do any of them have a name that begins with the same sound? Next, talk about rhyming words. See if the children can name any words that rhyme with the word <i>can</i>. As they suggest words, write them below the word <i>can</i> on the paper. What do the children notice about all the words? Hopefully, they will note that all of the words have “<i>an</i>” in them. Have the children continue to add to the list as they think of more words that rhyme with <i>can</i>.</p>
Fantastic Families	18	F	<p>During this experience, the children explore how all families are unique and special. As an extension of this experience, have each child draw a picture of his/her family. Keep in mind that some children may choose to include family members that do not live in their home (e.g., grandparents, cousins, etc.) This is OK! They are all a part of the child’s family. Once the children finish drawing, have each child dictate the names of the family members featured in the drawing for you to print next their pictures. As you write, be sure to talk about letters and letter sounds. More advanced children may be able to help you write the names of family members (e.g., Mom). Once each child’s family portrait is complete, plan a time for each child to present his/her portrait to the group. This is yet another way for the children to see how unique and special all families are!</p>
Wash It! Clean It!	21	V + many other letters	<p>During this experience, the children will talk about how their families take care of their homes and how they can help out at home as well. As part of this experience, with children who are developmentally ready, print the word <i>vacuum</i> on a sheet of paper while the children watch. Name each letter as you write it. Then, focus on the letter V. Talk about the sound this letter makes. Do any of the children have a name that begins with the same sound? Next, show the children an assortment of plastic letters. Explain to them that you are going to scatter the letters all over the floor and then they should pretend to be vacuum cleaners as they pick up the letters. Once all the letters are off the floor, have the children identify the ones they “vacuumed” up. Play again if the children are interested.</p>