

Letters & Literacy



Additional Literacy Experiences for
the Unit,
"Fun at the Fair"



Important Information

The following experiences are designed to complement the Gee Whiz teaching unit, "Fun at the Fair." 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 “Fun at the Fair”

Activity Title	Page #	Letter(s) to Integrate	How?
The Fair is Coming!	4	F	During the experience, the children will learn more about fairs. As a follow-up experience, print the word <i>fair</i> in large letters on a sheet of paper. Say the name of each letter as you print it. Then, locate a large sheet of white paper or posterboard. Explain to the children that they are going to work together to make a poster about a fair they will have later in this unit. As the children watch, print the text, “Come to the Fair!” on the paper. Challenge the children to let you know when you write the letter F. Then, invite them to decorate the poster with pictures about the fair they plan to have. Display in your dramatic play area.
Waddling in Water	7	D	During the experience, the children will have a great time as they pretend to be ducks playing in the water. After the experience is over and you move back inside, gather children who are ready together and print the word <i>duck</i> on a large sheet of paper. Talk about the letters that make up this word and see if the children can reproduce the sound the letter D makes at the beginning. Then, using blue painter’s tape, make a large letter D or d on the floor. The children can help you with this process. It will take some problem-solving to make the curved portions of either letter! Next, invite the children to pretend to be ducks as they waddle and quack while moving on the larger letter. Now would be a great time to take a picture to text to parents/guardians with the caption, “Today we were ducks and explored the letter D!”
Creating with Fabric & Yarn	11	Y	The word <i>yarn</i> is a word that begins with the letter Y. During the experience, the children will use yarn to create art. As a follow-up experience, print the word <i>yarn</i> on a sheet of paper as the children watch. Talk about the letters that make up this word. Do any of the children have any of the same letters in their own names? Next, challenge the children to print a large capital or lowercase Y on a sheet of construction paper. Then, they can cut pieces of yarn to glue onto their large letter Y’s. As the children create, see if they can think of other words that start with Y.

Letter Exposure Activities for “Fun at the Fair”

Activity Title	Page #	Letter(s) to Integrate	How?
Canned & Baked	13	B (plus many other letters)	During the experience, the children will playdough to create both canned and baked goods. Be sure to engage the children in conversations as they create. As they work, print the word <i>baked</i> on a sheet of paper. Identify each letter as you print it. Next, challenge the children to name foods that are baked for you to print under the word <i>baked</i> . They might suggest cookies, cakes, pies, chicken nuggets, etc. As you print each word, talk about the letters as you write them. How many foods can they name? Keep the list handy for several days. Each day, encourage the children to add to the list.
Woodworkers Are We	15	W	The word <i>wood</i> begins with the letter W. This experience, where the children work with wood, provides an excellent opportunity to talk about the letter W. As the children paint (or sand) their woodworking creations, print the word <i>wood</i> on a sheet of paper. Talk about the letters that make up this word. Then, as a follow-up activity, provide the children with wooden craft sticks, construction paper and glue/gluesticks. Challenge the children to use the sticks to create a W on the paper. Do not provide them with guidance. See if they can figure it out on their own. If your children are interested, they might even want to try to create other letters they know with the sticks. If they do this, challenge them to share what is the same about all the letters they can create with the wooden sticks (e.g., all have straight lines and no curves).
A Yummy Fair Treat	23	P	As part of this experience, expose the children to the letter P. During the activity, the children will be helping to make pizza. To add an element of dramatic play (and even math) to this activity, have those children who are ready make a sign that shows how much a slice (or one English muffin pizza) costs. To begin, print the word <i>pizza</i> on a sheet of paper. Talk about the letters that make up this word and, if your children are ready, see if they can make the sound they hear at the beginning of this word. Then, invite the children to create an advertising sign that has how much a piece of pizza (or one English muffin pizza) costs. They can work together (with your help) to write any words and then can add both illustrations and a cost. Once the pizza is ready, the children can use play money to “buy” their pizza.