

Letters & Literacy



Additional Literacy Experiences for
the Unit,
"Fun in the Kitchen"

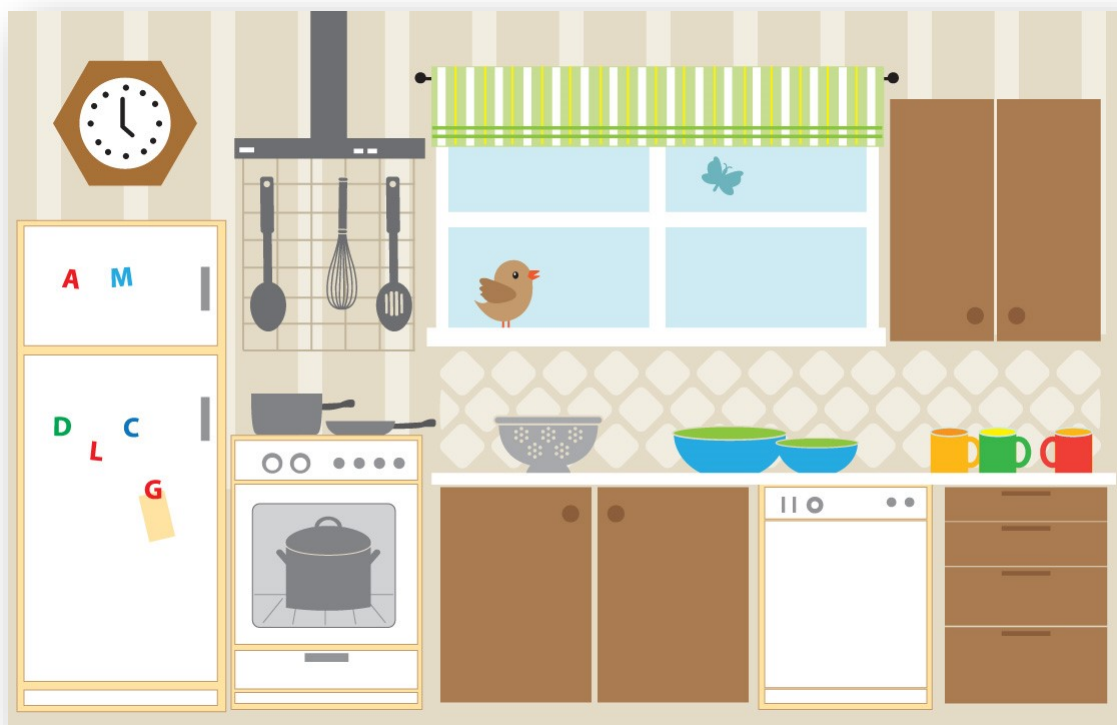


Important Information

The following experiences are designed to complement the Gee Whiz teaching unit, “Fun in the Kitchen.” 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 in the Kitchen”

Activity Title	Page #	Letter(s) to Integrate	How?
Kitchen “I Spy”	4	K	During the Exploring Together experience, the children will play the game, “I Spy” in the kitchen. As a follow-up, with those children who are ready, print the word <i>kitchen</i> on a sheet of paper while the children watch. Name each letter as you write it and then focus on the letter K. Can the children hear the sound this letter makes at the beginning of the word <i>kitchen</i> ? Do any of them have a name that begins with the same letter? Next, have the children use blocks to make capital and lowercase K’s on the floor. This is going to require the children to problem-solve and work together. If you do not have large blocks, you could also have the children make the letter K with small table blocks or Duplos® instead. As the children work, take photos to add to their digital portfolios and/or share with parents/guardians. If the children want to try making other letters with blocks, great! Who knows, they may even decide to “build” their names!
Ice Art	7	Many different letters (child’s choice)	During this experience, the children will be using ice and markers to create art. As an extension of this experience, invite those children who are ready to also explore what happens when they write letters (or words) with markers and then “paint” over them with ice. Keep this experience open-ended and invite the children to write any letters (or words) they would like. Engage them in conversations as they create. Talk with them about the letters (or words) they write and challenge them to predict what they think will happen to the letters when they “paint” over them with ice. This would also be an excellent experience to video and add to each child’s digital portfolio.
Cans, Boxes and Jars	8	C, B, J	During this Exploring Together experience, the children will learn more about how different foods are packaged/ stored. They will explore cans, boxes and jars as part of the experience. As the children participate, take time to print the words <i>cans</i> , <i>boxes</i> and <i>jars</i> on separate sheets of paper. Name each letter as you write it and then focus on the C, B and J at the beginning of these words. Do any of the children have a name that begins with any of these letters? Next, use the sheets of paper to create lists. Challenge the children to name foods that start with the same letter that might be found in that type of container. For instance, corn might be found in a can and jelly might be found in a jar. See how many different foods they can include for each letter.

Letter Exposure Activities for “Fun in the Kitchen”

Activity Title	Page #	Letter(s) to Integrate	How?
Pots & Pans Parade	11	P	During this experience, the children will use pots and pans to have a parade. All three of these words (<i>pots</i> , <i>pans</i> and <i>parade</i>) begin with the letter P. As an extension of this experience, print these words on a sheet of paper. Can the children identify what is the same about all of the words? Can they hear that all of these words begin with the same sound? Do any of the children have a name that also begins with P? Next, play the game, “Play Your Pot” with the children. Give each child a pot (or pan) and a wooden or plastic spoon. To play, explain to the children that you will say different words. When a word you say begins with the P sound, the children should “play” their pots/pans. If the word you say does not begin with the sound of P, the children should not play their pans/pots.
Let's Bake!	12	Many different letters	During this Exploring Together experience, the children will explore baking and how this is a way some foods are prepared. As an extension of this experience, have children who are ready dictate a recipe for how to bake a cake. We promise this will be very entertaining! First, just talk with the children about what ingredients they believe they would need to bake a cake. Make a list of the ingredients on a large sheet of paper as the children suggest them. Talk about letters and words in the process. Then, have the children dictate the steps they believe are needed when making a cake. Again, write these down on paper as the children share them. Talk about letters, letter sounds, words, sentences and even punctuation. When the recipe is complete, provide crayons/markers which the children can use to add illustrations to the recipe before you display it.
What a Mess!	19	Letters chosen by the children OR their names	During this experience, the children will explore using different tools for cleaning up a mess (confetti or hole punch holes). As a way of promoting taking care of the environment AND repurposing materials, have the children use the confetti or hole punch holes (once cleaned up) to make decorative letters OR even their names. The children can write whatever letters they would like to “decorate” on white paper with markers. Make sure to encourage them to write BIG letters. They may also want to write their names. Then, the children can use paintbrushes or gluesticks to put glue on the letters and then press the confetti or hole punch holes into the wet glue. As the children work, talk with them about the letters they choose and also evaluate each child's level of fine motor development.