

Letters & Literacy



Additional Literacy Experiences for
the Unit,
"Let's Make Music"



Important Information

The following experiences are designed to complement the Gee Whiz teaching unit, "Let's Make Music." 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 “Let’s Make Music”

Activity Title	Page #	Letter(s) to Integrate	How?
“Feel” the Music	5	M	During the experience, the children will be fingerpainting to different types of music. As the children paint, print the word <i>music</i> on a sheet of paper. Talk about the letters that make up this word. Can the children hear, and make, the sound they hear at the beginning of this word? Note that the word <i>music</i> begins with the letter M. Challenge those children who you believe are ready to attempt to write the letter M in wet fingerpaint. Depending on their developmental readiness, they can attempt to write both the capital and the lowercase M.
Singing for an Audience	9	S	During the experience, the children will be engaging in dramatic play as they sing to dolls and plush animals. As the children sing, print the words <i>sing</i> and <i>song</i> on a sheet of paper. Talk about each letter as you write the words. Then, see if the children can hear the sound the letter S makes at the beginning of the words <i>song</i> and <i>sing</i> . To many, it sounds like a hissing snake! As part of this singing experience, for those children who are ready, have them dictate a list of songs they know how to sing for you to print on paper. As the children name each song, write the title on the paper. See how many songs the children can name. Then, add the title, “Songs We Can Sing” at the top. Can the children identify the two words that begin with the letter S? Take a photo of the children holding their song list and text or email to parents/guardians. Explain that today, their children learned that the words <i>song</i> and <i>sing</i> both begin with the
Working Out to Music	13	E	The word <i>exercise</i> is a word that begins with the letter E. During the experience, the children will exercise to music. After they finish exercising, print the word <i>exercise</i> on a sheet of paper. Talk about the letters as you write them. Then challenge those children you think are ready to find a letter that appears 3 times in the word <i>exercise</i> . Can the children find, and name, the letter E? Next, use blue painter’s tape to make a large capital and larger lowercase E/e on the floor. Encourage the children to do exercises on, and around, the letter E’s. As the children exercise, take a short video to send to parents/guardians. Include a simple description of what their children are doing and why.

Letter Exposure Activities for “Let’s Make Music”

Activity Title	Page #	Letter(s) to Integrate	How?
Dancing Art	15	D	During the experience, the children will use props and paint to create unique dancing art. Because you will be playing a variety of music from different cultures during this experience, you can also talk about diversity (another D word). As the children create dancing art, print the word <i>dance</i> on a sheet of paper while the children watch. Talk about each letter as you write it. See if children who are developmentally ready can hear the sound the letter D makes at the beginning of the word <i>dance</i> . After the children finish their art, have each child who is ready print a large capital or lowercase D/d on a sheet of white paper. Then, have them make the people figures “dance”
How Do You Play It?	16	I	During this group experience, the children will explore instruments. As part of this experience, for those children who are ready, use this word to introduce the letter I. Print the word <i>instrument</i> on a sheet of paper while the children watch. Name each letter as you write it. Then, as an extension of this experience, challenge those children who you believe are ready to dictate a list of instruments. How many can they name? Print each name on the list as the children suggest it. Talk about letters in the process and challenge the children to keep a close eye out for each I/i you write. Depending on their developmental level, the children might even want to count the
Can You Kazoo? and A Kazoo Parade!	21	K	During the both experiences, the children will be exploring kazoos. This opens the door for you to talk about the letter K. As the children make their kazoos, print the word <i>kazoo</i> on a sheet of paper. Name each letter as you write it. Do any of the children have the letter K in their names? Once the children finish their kazoos, use them to play a game called, “Toot Your Kazoo.” The object of the game is for the children to toot their kazoos when you say a word that they believe begins with the letter K. If the word you say does not begin with the letter K, then the children would not toot their kazoos. This game challenges children to build their auditory discrimination and listening skills in a fun, interactive way.