

Letters & Literacy



Additional Literacy Experiences for
the Unit,
“Numbers Help Me Count”



Important Information

The following experiences are designed to complement the Gee Whiz teaching unit, “Numbers Help Me Count.” 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 “Numbers Help Me Count”

Activity Title	Page #	Letter(s) to Integrate	How?
Creating Art & Counting	5	Letters in the number word depicted in their art	During this experience, the children will choose art materials to use to create. Once their art is complete, working with children who are developmentally ready, have each child count the number of items he/she used to create his/her art. Then, print that number word on a sheet of paper while the child watches. Name each letter as you write it. What letters does the child recognize? Does he/she have any of these letters in his/her name? Now is also a great time to help these children understand that numbers have both words and numerals associated with them. For instance, the numeral 2 can also be written out as <i>two</i> . Have each child dictate a sentence about his/her art for you to print on his/her creation (e.g., “I used six different things to make my art.”) Talk about letters, letter sounds, words and sentences in the process.
Read & Count	7	Many different letters	During this experience, the children will explore books about numerals and counting. As a follow-up experience with those children who are ready, invite them to make their own numeral/counting books. To prepare, stack white paper and staple on the left-hand side to make blank booklets. Then, provide the children with crayons/ markers, colored pencils, pencils and/or other writing tools. The children can then create their own books using these materials. As they do so, they can write numerals and also dictate words for you to add to their books. This opens the door for you to reinforce a wide variety of letters, letter sounds, words and sentences.
Creating with Sets	9	S, E, T	During this experience, the children will create marker/ crayons bundle “sets” and then use them to create art. As the children create, print the word <i>set</i> on a sheet of white paper. Talk about each letter as you write it. Then, focus on the sound the letter S makes at the beginning of the word <i>set</i> . Can the children think of any other words that begin with the same sound? Do any of them have this letter at the beginning of their names? Next, use the word <i>set</i> to explore rhyming words and practice counting skills at the same time. Challenge the children to think of as many words as they can that rhyme with the word <i>set</i> . Print the words the children suggest on the same sheet of paper as the word <i>set</i> . Then, once the children run out of suggestions, have them predict the number of rhyming words they thought of. Then, have them count the actual

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Finding Numerals	12	Many different letters	During this Exploring Together experience, the children will be looking for numerals in their immediate environment. With those children who you believe are developmentally ready, as they find numerals, write down who found an example and where they found them. For instance, you might write down, “Jose found numerals on a clock” or “Traci found numerals on her shoe.” As you write down where the children find numerals, be sure to talk about letters, letter sounds, words and sentences. Once the list is complete, read it back to the children. See if any of the children can find their names on the list. This will help you evaluate which children are able to identify their names in print.
License Plate Fun	15	Letters children choose to put on their license plates	During this experience, one of the options is to have the children create their own license plates. Because most license plates contain a mix of both letters and numerals, this experience offers you the ability to reinforce both of these skills. If possible, have some old license plates for the children to explore before they begin making their own. If this is not possible, show them examples of license plates on a computer or tablet. Then, as the children create their own license plates using large index cards, crayons/markers, string/yarn, etc. As they do so, talk with them about the letters and numerals they choose to use on their license plates. This will help you evaluate each child’s level of knowledge in this area.
Check Out!	19	Many different letters	During this experience, the children will engage in dramatic play related to working at, and buying things in, a store. There will be opportunities for children to practice writing in many ways during this activity. Those children who choose to pretend to buy things can make shopping lists. Those children who are working in the store can make price tags and signs for the items for sale. Both of these aspects of the experience will provide you with the opportunity to talk about letters and letter sounds with the children. This would be an excellent experience to video. You could then include a copy of the video in each child’s developmental portfolio.