

Letters & Literacy



Additional Literacy Experiences for
the Unit,
"Rhyme Time"



Important Information

The following experiences are designed to complement the Gee Whiz teaching unit, “Rhyme Time.” 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. **In addition, this unit’s story prop, “Nursery Rhyme Book” provides the perfect opportunity for exposing children to letters, words, sentences and phrases in a meaningful way.**



Letter Exposure Activities for “Rhyme Time”

Activity Title	Page #	Letter(s) to Integrate	How?
“Who Had a Great Fall?”	4	F, W	During the experience, the children will engage with the nursery rhyme, “Humpty Dumpty.” Two of the words the rhyme ... <i>fall</i> and <i>wall</i> ... open the door for you to expose children to the letters F and W. As you read the rhyme, be sure to point to the words. Then, at the end of the experience, go back to the printed rhyme and point out the words <i>fall</i> and <i>wall</i> . Can the children identify the sounds they hear at the beginnings of these words? Can they identify the letters F and W as well? Next, write the words <i>fall</i> and <i>wall</i> underneath one another on a sheet of paper. What do the children notice about these two words? Hopefully they will note that the last 3 letters are the same in both words. Explain that this is why these words rhyme. See if the children can think of other words that rhyme with these two words and then write them underneath (e.g., ball, small, tall, hall, etc.). Challenge children to see the pattern that forms as you add to the list.
Dishes and Spoons	7	D	During this experience, the children will engage in dramatic play as they wash dishes and spoons. As the children play, print the word <i>dish</i> on a sheet of white paper. Talk about the letters that make up this word. Can any of the children hear the sound the letter D makes at the beginning? Next, introduce the game, “Make a Wish upon a Dish.” To play, show the children a dish. Then, have them take turns holding their hands on the dish as they make a wish. Write down the children’s wishes on a sheet of paper, talking about letter names and sounds in the process. For instance, you might write, “Jamal wishes for a new bicycle” or “Eliza wishes for a football.” As you write down the children’s wishes, talk about letter names and sounds. This is a very meaningful way of exposing children to phonological awareness. To wrap up, provide the children with white paper and crayons/markers which they can use to draw pictures of their wishes. Then, write on their pictures what they dictated to you before sending home.
Catch...Count...Eat	9	F	As the children participate in this experience, they will be “catching,” counting and eating fish-shaped crackers. As the children catch their fish-shaped crackers, have those who are developmentally ready line them up on their plates to make either a capital or a lowercase F. Write the word <i>fish</i> on a sheet of paper as the children work. Talk about the sound the letter F makes at the beginning of the word. Then, once the children finish their letter Fs, invite them to eat their fish-shaped crackers.

Letter Exposure Activities for “Rhyme Time”

Activity Title	Page #	Letter(s) to Integrate	How?
Jump Over It!	11	J	During the experience, the children will pretend to be Jack as they jump over obstacles. This opens the door for you to expose those children who are ready to the letter J and the sound it makes at the beginning of the word <i>jump</i> . Print the word on a sheet of paper and name each letter as you write it. Then, focus on the letter J. As a follow-up experience, play the game, “Jump for J!” Explain to those children who show interest that you are going to say a word. If the word begins with the same sound as <i>jump</i> , they should all jump up and down. But... if the word does not begin with the J sound, they should sit down. Once the children understand how to play the game, they can take turns being the “leader” and saying words.
Pie Making 101	13	P	As a follow-up to the experience where the children may choose to make pies with cinnamon scented playdough, invite each child to dictate his/her own recipe for pie. Before beginning, print the word <i>pie</i> on a sheet of paper. Can the children hear the sound the letter P makes at the beginning of the word? Can they think of other words that start with the same sound? Next, have the children dictate recipes for making pie. Some children may choose to dictate a recipe for a real type of pie ... like cherry pie. Others may want to dictate recipes for make-believe pies like pickle pie or even eggplant pie. As you write down what the children say, be sure to talk about letter names, letter sounds, words and sentences. When the children’s recipes are complete, plan a time when each child can share his/her recipe with the group.
Time for Bed...Sleepy Head	17	B	The children will probably have a lot of fun making beds and then “sleeping” in them during the experience. As a follow-up, work with those children who are ready to expose them to the letter B. Print the word <i>bed</i> on a sheet of paper and name each letter as you do so. Can any of the children hear the sound the letter B makes at the beginning of the word? Challenge the children to name other words that begin with the same sound. Next, provide these children with assorted art/collage materials and invite them to use them as desired to make beds. They may choose to make beds for dolls, action figures or even small pets, like hamsters! After each child’s bed is complete, help him/her write the word <i>bed</i> on it before taking it home.