

# Letters & Literacy



Additional Literacy Experiences for  
the Unit,  
"Windy Weather"



# Important Information

The following experiences are designed to complement the Gee Whiz teaching unit, “Windy Weather.” 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 “Windy Weather”

Activity Title	Page #	Letter(s) to Integrate	How?
What is Wind?	4	W	During the Exploring Together experience, the children will learn more about the wind. As part of the EXTENSION, the children will begin tracking the wind each day using the, “Tracking the Wind” chart. As part of this process, introduce the letter W to those children who are ready. Point to and read all of the words on the tracking chart. Then, challenge the children to locate all of the Ws they see. Can they find them all? Next, see if the children can hear the sound the letter W makes at the beginning of the word <i>wind</i> . Print the word <i>weather</i> on a piece of paper. Say the word <i>weather</i> and see if the children can hear how it starts with the same sound as the word <i>wind</i> . Next, play a game practicing listening for the W sound. Say random words. If the word begins with the same sound the children hear at the beginning of the word <i>wind</i> , they should pretend to blow in the wind. If it does not, they should stay still.
Wash and Dry	9	E	During this experience, the children will wash and dry doll or baby clothes and then explore the concept of evaporation. As the children play, print the word <i>evaporation</i> on a sheet of paper. Name each letter as you write the word. Do any of the children have a name that begins with the letter E like the word <i>evaporation</i> ? If so, does the letter E make the same sound? Next, use a permanent marker to write large (capital and lowercase) letter Es on a plastic sheet protector. The children can then “paint” water on the Es and watch to see how long it takes for the water to evaporate. This is not just a fun way for them to practice writing but also to encourage them to make and test predictions.
Crayon Resist Kites	13	K, I, T, E	During this experience, the children will create beautiful crayon resist kites. Integrating the word <i>kite</i> into this experience is super easy! Before the children begin creating, print the word <i>kite</i> on a sheet of paper while the children watch. Name each letter as you write it. Do any of the children have a name that also begins with the letter K? Can the children hear the sound the letter K makes at the beginning of the word <i>kite</i> ? Next, as the children decorate their kites with crayons, encourage those who are ready to write the word <i>kite</i> on their kites along with their names (if appropriate for them). When the children brush the thinned paint over their crayon creations, both the creations and the word <i>kite</i> will appear

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A Giant Pinwheel	15	P	During this experience, the children will work together to create a giant pinwheel. As part of this experience, print the word <i>pinwheel</i> on a sheet of paper while the children watch. Name each letter as you write it. Then, challenge the children to listen for the sound they hear at the beginning of the word <i>pinwheel</i> . Do any of them have a name that begins with the same sound? Once the giant pinwheel is complete, use it to play a game with those children who you believe are ready to explore letter sounds in more depth. To play, explain to the children that you are going to say a word. If the word begins with the letter P and has the same sound as the word <i>pinwheel</i> , the children should make the pinwheel spin. If the word does not, the children should remain still. Once the children understand the game, they can take turns saying words.
Mix It to Make It	17	B + many more letters	During this experience, you will be working with the children to make bubble solution. The recipe for this is on p. 34 of the Teaching Guide. Ahead of time, print this recipe on a large sheet of paper and use pictures along with words. This will give you a simple picture recipe to follow. Then, as you are making the bubble solution, point to the words on the paper and read them as the children help measure and mix the ingredients. For those children who are ready, after the bubble solution is prepared, go back and point out the word <i>bubble</i> . See if the children can find 3 letters that are exactly the same in this word. Hopefully they will find all the Bs! Then, talk about the sound the letter B makes at the beginning, and in the middle, of this word. Do any of the children have a name that begins with B?
The Power of Wind	20	P	During the Exploring Together experience, the children will learn more about how the wind can provide power. As an extension, for those children who are ready, print the word <i>power</i> on a sheet of paper and name each letter as you do so. Can the children hear the sound the letter P makes at the beginning of this word? Do any of them have a name that begins with the same letter/sound? Next, have the children work together to dictate a list of things in your home (and/or theirs) that use power. As they suggest each thing, print it on a piece of paper titled, “Things that Use Power.” Talk about letter names, letter sounds and words in the process. How many things