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Effective Letter Identification Activities for K-1 Children: A Handbook for Teachers

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EFFECTIVE LETTER IDENTIFICATION ACTIVITIES FOR
K-1 CHILDREN: A HANDBOOK FOR TEACHERS

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education
Reading Specialist

by
LuAnn Nicole Jensen

June 2006

EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

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ABSTRACT

EFFECTIVE LETTER IDENTIFICATION ACTIVITIES FOR K-1 CHILDREN: A HANDBOOK FOR TEACHERS

By

LuAnn Nicole Jensen

June 2006

The purpose of this project is to provide K-1 teachers with a handbook of effective letter identification activities. Letter identification is a pre-requisite reading skill that students must have in order to be successful readers and to prevent reading difficulties later on. This handbook can be implemented by teachers of kindergarten or first grade children who need a letter identification intervention. The lessons in this project were developed to be paired with explicit, intensive teaching during the intervention to help remediate a child's weakness in identifying letters.

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CHAPTER ONE

BACKGROUND OF THE PROJECT

Introduction

Reading failure exacts a huge long-term consequence for children's developing self-confidence and motivation to learn, as well as for their performance throughout their later school years. According to the National Assessment of Educational Progress, 40% of the U.S. fourth grade children are still reading below a "basic level" and do not have the skills needed to perform work at that grade level (National Center for Educational Statistics, 1999).

In today's schools, too many children struggle with letter identification (Morris, Bloodgood, & Perney, 2003). According to Morris et al. (2003), letter identification in kindergarten has been proven to be a good predictor of later reading achievement. If children struggle with this skill in as early as kindergarten, the chances that the student will struggle with reading is higher than a student who does not struggle with letter identification in kindergarten. According to Adams (1990), "it is not simply the accuracy with which children can name letters that gives them an advantage in learning to read; it is the ease or fluency with which they can do so—it is their basic familiarity with the letters" (p.62).

Reading difficulty research shows that the most effective way to stop the cycle of failure poor readers are experiencing in school is to identify and remediate these problems as soon as possible (Stanovich, 1986). According to Seppa (1997), children are better able to overcome their reading disability when the problem is spotted early.

Increased emphasis on the notion that all students have the tools to be the best readers they can be and increased accountability on standardized tests have raised the bar for students, teachers, and administrators across the nation. Classroom teachers and schools are being held accountable for every child being able to read on level by the end of third grade (No Child Left Behind Act, 2001). It is classroom teachers, not reading specialists or special education teachers, who are solely responsible for the reading instruction of the majority, if not all, of their students (Valencia & Buly, 2004). It is essential that classroom teachers have the resources needed to correct reading difficulties.

Purpose of the Project

The purpose of the project is to develop a handbook of lessons that classroom teachers can use to help their struggling readers identify letters in their primary classrooms. Research confirms that struggling readers need letter identification skills. Subsequently, these readers need to be instructed intentionally in letter names. The project includes those strategies and techniques shown in the research to be effective in improving students' letter identification ability. The overall goal will be that primary classroom teachers might use these letter identification activities to teach and if necessary remediate the students' letter identification difficulty.

Significance of the Problem

There are more struggling readers in our schools today than classroom teachers can effectively handle. According to Adams (1990), more than one third of

children will experience difficulties in learning to read. Classroom teachers need specific resources to address individual needs. Knowledge of letter names has been proven to be a strong predictor of later reading achievement (Lafferty, Gray, & Wilcox, 2005). Classroom teachers need letter identification resources to teach or remediate this key component of reading. Many struggling readers do not receive the extra help they need in mastering letter identification simply because teachers don't have access to appropriate resources. The following project will provide resources to address this need.

Limitations of the Project

The project has the following limitations:

1. The project is limited to students in K-1 classrooms.
2. Teachers have to have access to the activities and materials.
3. Teachers have to indicate a "will" to change.
4. A lack of time presents a problem for teachers who might otherwise be inclined to incorporate these strategies into their reading lessons.
5. The project is based on a review of the literature and has neither been implemented fully nor assessed in a classroom of struggling readers.
6. The activities are designed for monolingual children.

Definition of Terms

Alphabetic Knowledge: the understanding of alphabetic units, including details and features of letters as well as letter names (Gunning, 2003).

Alphabetic Principle: the assumption underlying alphabetic writing systems that each speech sound or phoneme of a language should have its own distinctive graphic representation (Harris & Hodges, 1995).

Comprehension: the reconstruction of the intended meaning of a communication; accurately understanding what is written or said. (Harris & Hodges, 1995).

Decoding: analyzing spoken or graphic symbols of a familiar language to ascertain their intended meaning (Harris & Hodges, 1995).

Fluency: the ability to read a text accurately and quickly (National Institute of Child Health and Human Development, 2000).

Intervention: any educational instruction designed to supplement or substitute for an existing situation (Harris & Hodges, 1995).

Letter Identification: the ability to name letters (Gunning, 2003).

Phonemic Awareness: the ability to notice, think about, and work with the individual sounds in spoken words (National Institute of Child Health and Human Development, 2000).

Phonics: instruction that teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language (National Institute of Child Health and Human Development, 2000).

Print Awareness: in emergent literacy, a learner's growing recognition of conventions and characteristics of a written language (Harris & Hodges, 1995).

Vocabulary: those words known or used by a person or group (Harris & Hodges, 1995).

Assumptions

There are assumptions about the activities for letter identification presented in this project. The first assumption is that the form of delivery for these activities will most likely be a combination of whole language and direct instruction. Secondly, an assumption is that the instructor of the lessons will deliver the lessons explicitly.

Another assumption is that the students will become better readers if they master these letter identification activities.

Organization of the Project

The project is organized into five chapters. The first chapter is an overview containing an introduction, purpose of the project, significance of the project, limitations of the study, definitions of terms, and organization of the study. The second chapter contains the review of the literature. Chapter three describes the procedures used to develop the project. The introduction to the teacher and 26 letter identification lessons are in chapter four. Chapter five contains the summary, conclusions, and recommendations.

CHAPTER TWO

REVIEW OF THE LITERATURE

The Big Ideas of Reading

The National Reading Panel, focusing on the critical years of kindergarten through third grade, has reviewed the research in reading instruction and identified how to effectively teach children to read. According to the National Institute of Health and Human Development (2000), Coyne, Zipoli, & Ruby (2006), and Neuman (2004), the five big ideas of necessary reading instruction are as follows: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

According to Whitehurst & Lonigan (1998), these five big ideas can be categorized into two domains. The two domains consist of the inside-out and outside-in categories. The inside-out components include phonemic awareness, phonics, and fluency and the outside-in components include vocabulary and comprehension. The inside-out components relate to students' ability to understand our alphabetic code to read single words. These components require students to decipher letters, sounds, and words from the inside-out. The outside-in components require students to draw on their own understandings of word meanings, prior knowledge, and strategies to gain and construct meaning. These meaning-based components demand students apply larger concepts and constructs in reading which in a sense is working from the outside-in. Letter identification would be a part of the inside-out domain. Sufficient letter knowledge is key in ensuring that the students have the skills to crack our alphabetic code and begin to decode words (Whitehurst & Lonigan, 1998). Teachers who work with at-risk students can use the five big ideas and the understanding of the

two domains as a strategic focus for instruction and intervention because these ideas target the critical areas in learning to read (Coyne et al., 2006, Whitehurst & Lonigan, 1998).

In the beginning stages of reading, letters are linked to the sounds they represent. Children learn the letters through instruction and experience with reading and writing and then come to understand which letters represent which sounds. This, according to Gunning (2000), is the hallmark of the letter-name or alphabetic stage. It has been shown that the learning of letter names frequently turns easily into interest in learning the sounds (Adams, 1990). The not knowing of letter names is coupled with extreme difficulty in learning letter sounds (Adams, 1990). Students must have this understanding to begin to use letter-sound relationships in reading and writing words.

The goal of literacy instruction is to help children meet the many challenges of written language. Children need to master how letters, called graphemes, stand for the smallest sounds called phonemes in spoken words. Decoding words that are written is a complex process especially for younger readers. Stahl and Yaden (2004) suggest that learning to decode written text involves alphabet knowledge, phonological awareness, an understanding of the form and function of writing, and knowledge about sound-symbol and sound-spelling relationships. Stahl further states that children become fluent readers when they can decode the written text automatically so that the text then becomes transparent and does not get in the way of comprehension.

Reading and Writing the Letters

Reading and writing activities follow more easily after children have become aware of letter names and shapes (Adams, 1990). According to The National Association for the Education of Young People (NAEYP) and the International reading Association (IRA) (1998), research indicates “the shapes of letters are learned by distinguishing one character from another by its type of spatial features” (p.5). In this joint statement with the IRA, the NAEYP (1998) goes on to state that children gain a working knowledge of the alphabetic system not only through the discrimination of looking at letter differences but also discriminating the letter. Children become increasingly aware and sensitive to letter shapes with the knowledge of the forms of print. Adams (1990) states, “The writing of the letter and the checking of one’s product depend not only on thinking about it’s visual image but on thinking about it in an active and critical way that is not required for mere recognition” (p.335). Adams (1990) continues by explaining that children often say the letter name as they print it. In this process children are binding the visual, motor, and phonological images of the letter all at one time.

According to Adams (1990) children need to understand how components like letters of the alphabet, pictures, and words are all components interwoven together to make useful, meaningful text. Print awareness is a vital component to classrooms. It is in the print-rich environment that children make the connections between the format and function of print (Adams, 1990). Alphabet books are excellent resources in which children can see and compare letters (NAEYP & IRA, 1998). These books may be key to efficient and easy learning of the differences between letters.

The Purpose of Mastering Letter Identification.

Phonological processing, print awareness, and oral language are foundational skills that students need in order to be successful readers (Whitehurst & Lonigan, 2000). Print awareness is the broad set of skills that include the ability to recognize and understand the function and form of print as well as the relationship between oral and written language. The concept of alphabetic knowledge is included in print awareness.

Alphabetic knowledge, at the time a child enters school, is one of the best predictors of later reading achievement (Adams, 1990). Knowledge of letter names has been proven to be a strong predictor of later reading achievement (Lafferty, Gray, & Wilcox, 2005). Furthermore, the speed and accuracy of naming letters is very important, although simply learning the names of the letters is an ideal place to start for developing automaticity and fluency (Adams, 1990; Bowey, McGuigan, & Ruschena, 2005). According to Mueser (1975), even though learning letter names is not a guarantee that a child will be a successful reader, those children who do not know their letters should be helped to learn them. Naming letters can be, for many children, the first experience with grapheme-phoneme (symbol-sound) relationships.

Early childhood education programs like Head Start, are mandating that children develop early phonological awareness and letter knowledge skills before entering kindergarten in order to reduce future academic failure (U.S. Department of Health & Human Services, Administration for Children & Families, 2000). The federal government has already taken action on strengthening pre-literacy skills of the nation's children. By enhancing the early literacy skills in children, they may be less

likely to become disinterested and disengaged from the reading process (Stanovich, 1986).

Approaches to Teaching Letter Identification

Over the years many educators have disagreed with the way beginning reading should be taught. Some teachers believe there should be a systematic or highly structured approach to reading while others believe that a whole language approach should be used. Most recently educators have begun looking at the whole language approach and the phonics approach being on a type of continuum. More and more teachers are claiming to use a balanced approach. Teachers can adjust their form of delivery to the immediate needs of his/her class. Advocators of this shift claim that there is substantial research favoring this approach. Gunning (2003) states, "About one of every four middle-class children will have difficulty with phonological awareness unless he or she is given a program of systematic instruction" (p.3). This fact is alarmingly higher with children of poverty. Gunning continues by saying that this instruction should also include how these skills are related to reading and writing to be successful. According to Lafferty et al. (2005), studies have proven that letter name recognition and production can be taught through direct instruction to pre-school aged children.

With direct instruction, according to May (1994), "in an individualistic, mastery learning type environment—the teacher not only is a stimulus for learning but also intervenes in a major way between the children and other means of learning. The classroom teacher can provide a wealth of knowledge for students, especially for those who are far behind. Time on task in the classroom and in the intervention

session is of great importance. Students who are behind need direct and specific teacher intervention (p.150). The NAEYC and IRA (1998), state for “children with fewer prior experiences, initiating them to the alphabetic principle, that a limited set of letters comprises the alphabet and that these letters stand for the sounds that make up spoken words, will require more focused and direct instruction” (p.7).

According to Snow, Burns, & Griffin (1998), instructional approaches to teaching reading can be grouped into three main categories: naturalistic, systematic, and hybrid. Naturalistic instruction involves the idea that literacy skills will develop as children encounter meaningful print in every day events. This assumption operates on the belief that children are intrinsically motivated to learn in this situation. Systematic approaches, according to the National Institute of Health and Human Development (2000), provide direct and explicit presentation of literacy rules or skills. Systematic instruction has some educators fearing that the experiences are not meaningful or developmentally appropriate, but both, the International Reading Association and the National Association for the Education of Young Children support the use of systematic developmentally appropriate hands-on activities in early literacy instruction. The hybrid approach is a combination of the naturalistic and systematic approaches. The purpose is to expose children systematically to the targets in developmentally appropriate ways. The hybrid approach is an attractive option for early literacy instructors who are seeking to meet the needs of the diverse learners while drawing upon currently accepted teaching practices (Culatta, Kovarsky, Theodore, Franklin, & Timler, 2003).

Systematic phonics instruction teaches children that the alphabetic code is made up of a set of correspondences between graphemes and phonemes as well as larger sub-units of words and also how to use this knowledge to read words (National Institute of Health and Human Development, 2000). One approach to provide this instruction is by directly teaching it or direct instruction. According to Gunning (2003), “Two areas in which students are most likely to need direct instruction are phonological awareness (ability to detect rhyme and beginning sounds, separate sounds in words) and the alphabetic principle (the system by which speech sounds are represented by letters)” (p.109). Gunning (2003) goes on to say that a deficiency in these two areas is the major cause of reading difficulties. Gunning (2003) reports that about 66 percent of children entering kindergarten can recognize the letters of the alphabet by name but that only 41 percent of children raised in poverty can identify the letters of the alphabet when entering kindergarten. Since most children have some knowledge of letters when entering kindergarten, it is important for teachers to then build on that base.

Delivery of Instruction

With the large number of at risk children and the increased accountability to have all children reading at grade level by the end of grade three, one might ask how it's possible to meet the demands. “One way of addressing these concerns would be to train classroom teachers in a systematic approach to early literacy intervention for the children they view as ‘at-risk’ in their own classrooms” (King & Homan, 2003, p. 34). King & Homan state that classroom teachers need to be equipped with the skills necessary to broaden literacy intervention so that they can serve more at-risk children.

The preparation of regular classroom teachers then lends itself to the “in-class” or “push-in” model which is preferred over the “pull-out” model. This “push-in” model allows for more flexibility of time.

Time needs to be spent on intensive remediation of reading difficulties as soon as the classroom teacher diagnoses a problem. Research has proven that four to five days per week of 30-45 minute lessons for a 6-week period, more or less, depending on the child’s progress, of rigorous instruction is ideal. The more regularly the instruction takes place, the more quickly students can improve their reading skills (King & Homan, 2003; Pressley, 2006). Many children who are given intensive tutoring, according to Pressley (2006), can overcome difficulties in learning to read. Such tutoring with explicit instruction can turn struggling readers around to be successful readers.

When considering intervention, it is key to individualize instruction if at all possible. According to Jitendra, Edwards, Starosta, Sacks, Jacobson, & Choutka (2004), studies have shown that in response to treatment there can be great individual variation. Therefore, when exploring an intervention for a struggling child, it is best to examine instructional intensity on an individual basis. This individualized instruction should be “intensive, urgent, relentless, and goal directed” (Jitendra et al., 2004, p. 435). Increasing group size according to King & Homan (2003) can reduce lesson effectiveness. Some schools have an intervention time blocked out for each classroom teacher. The teacher then uses assessment data to inform his or her instruction on a daily basis.

According to Coyne , Zipoli, & Ruby (2006), the delivery of instruction during intervention is as equally as important as to what is being taught. The intervention should be developed with great attention paid to principles of instructional design and delivery that are valid. Coyne, et al. (2006) states that three instructional principles widely supported by research are conspicuous instruction, instructional scaffolding, and opportunities for practice with high-quality feedback. Conspicuous beginning reading instruction is explicit and direct. Teachers systematically teach the target skill or strategy. A primary characteristic of this instruction is teacher modeling. Instructional scaffolding is support that the teacher or materials provide for the student when beginning a new skill or strategy. Opportunities for practice with high-quality feedback should be individualized and content specific. A key feature of this principle is error correction.

While students are receiving instruction, the teacher needs to keep in mind constructs which can contribute to the students' overall improvement. According to Ashcroft (2004), three important constructs are competence, bonding, and building rapport. High rates of enhanced success will motivate the child to want to practice more. The teacher can control for that success rate by providing activities that are at the student's level, which will in turn make the student feel competent. Children must be reinforced for their participation with the teacher in which bonding between the two individuals can take place. Lastly, rapport can be built between the teacher and student when the teacher provides opportunities for success. The student will then associate the feelings of success with the teacher. In turn, the student will want to participate in the instruction.

According to Lafferty, Gray, & Wilcox, (2005), teaching procedures should include an introduction phase, teaching phase, and assessment. In the introduction phase, the teacher should repeatedly introduce one letter. In the teaching phase, the teacher should again repeatedly show the same letter. The session should also include a handwriting activity and a hands-on activity. During the two phases, the child should repeat the letter name. The child should then be assessed on the letter and after mastery of each letter move on to the next letter. The mastered letters should continue to be reviewed periodically (Lafferty, et al., 2000).

How to Introduce Letters

When introducing new letters, or letters that a student doesn't know, it is best, according to Gunning (2003), to introduce upper and lower case at the same time. Students will encounter both when reading text. Letters are abstract, so it is important to make them concrete for the children. The focus should be on the appearance of the letter. Children can compare and contrast letters according to their physical appearance. Classroom teachers can help children with identifying letters by pointing out small but significant differences among letters (Vacca, Vacca, Gove, Burkey, Lenhart, & McKeon, 2003).

There are several ways to provide letter identification instruction. According to Vacca, et al., (2003) learning the letters of the alphabet contributes greatly to learning to read but instruction should include meaningful activities. Meaningful activities provide usefulness and show the children application. Meaningful activities can include letter identification through art, handwriting, alphabet books, games,

music, or by simply targeting single letters for discussion (Vacca, et al., 2003; May, (1994).

Mastery of Letters

It is essential to assess students before and after the intervention to see if any progress is made. It has been found by Strattman and Hodson, (2005) that rapid automatized naming is a predictor of reading achievement. Those with slower speeds may need to be given more intensive intervention. Rapid Automatized Naming (RAN) leads to automaticity, which is fast, accurate, and effortless identification. Students exhibit mastery of letters when they can rapidly name them. According to the NAEYC and the IRA (1998), kindergarten teachers should reinforce the skill of letter identification by ensuring that children can recognize and discriminate the letter shapes with ease and fluency. The proficiency of letter naming is a well-established predictor of their end-of-year achievement (NAEYC & IRA, 1998).

To ensure the success of prevention and early reading intervention, measurable reading goals and performance indicators must be established for each grade level (Coyne, et al., 2006). These benchmarks identify critical points in time when students should master the desired skill or strategy. These performance indicators allow teachers to identify children whose skill deficits put them at risk for later reading problems.

Rapid serial naming tasks assess the speed with which children name a continuous series of highly familiar items as rapidly as possible. The items to be named are typically letters. According to Bowey, McGuigan & Ruschena, (2005), many studies have demonstrated “the robustness of the association between serial

naming speed and word-reading skill, as assessed by reading accuracy” (p. 400).

Until the letters and their names have been overlearned, serial letter naming speed assesses letter knowledge indirectly. This process of automatization of letter names continues well into the first grade. By the second grade when most children have overlearned letters, it is then that letter naming no longer becomes a key predictor of future reading success (Bowey, et al., 2005).

Letter name knowledge is a crucial skill to be learned by children early on. There are different approaches to teaching letter name knowledge, direct instruction being one of the proven successful methods for quick and effective remediation. The delivery of instruction is as important as the content being taught. Letter names should be introduced to children in meaningful ways. It is important to make sure the letter names are mastered and that there is a measurable goal the student is working toward.

CHAPTER THREE

CHAPTER THREE PROCEDURES OF THE PROJECT

Introduction

The purpose of the project was to develop a handbook of effective letter identification activities for K-1 children at Mattawa Elementary in Mattawa, Washington. The author chose this area to study based on what she saw happening in the school. According to our assessments for the past two years the children have continually struggled in this area. To accomplish this, the author first had to extensively review the literature surrounding the big ideas of reading, reading and writing of letters, importance and urgency of knowing the letters, different approaches of teaching letter identification, effective methods of lesson delivery, how to introduce the letters, and the mastery of the letters. This was intriguing because the author mistakenly thought this would be the easiest skill to teach.

Procedure

To accomplish this, the author first had to extensively review the literature surrounding the big ideas of reading, reading and writing of letters, importance and urgency of knowing the letters, different approaches of teaching letter identification, effective methods of lesson delivery, how to introduce the letters, and the mastery of the letters. After conducting the review of the literature it was clear to me the importance of having a handbook such as this one for teachers to be able to reference. The author knew letter identification was important, but thought that was the easiest skill for children to master. The author thought most children came to school with

that under their belt. The author had no idea that the ramifications of not having this skill mastered by the end of kindergarten would be so detrimental to reading success.

The next step was to write the lessons. The author formed a template with all of the components of a lesson that Adams (1990); Coyne, Zipoli, & Ruby (2006); Bowey, McGuigan, & Ruschena (2005); Gunning (2000); Lafferty, Gray, & Wilcox (2005) have shown to be effective. Then the author started gathering ideas for each letter. The author made an EXCEL spreadsheet with the components listed and a cell for each letter. Ideas were found on the Internet, in books, and brought with me many of the ideas from my experience and professional development in teaching. Then the author went through each letter of the alphabet and plugged in different activities for each lesson. Research and my personal experience have shown that struggling students need a routine, so the author purposely left some components the same throughout the lessons.

After completing the lessons, the author put together an introduction to the lessons so that a teacher could easily pick it up and use it just like any other instructional resource.

Components

Effective Letter Identification Activities for K-1 Children: A Handbook for Teachers has twenty-six lessons, one for each letter of the alphabet. The lessons are set up with nine essential components. These essential components are compiled from the resources cited in chapter two. The components are listed below.

1. Objective-what is expected of the student.
2. Time-amount of time needed to complete the lesson.

3. Materials-the items needed for the lesson.
4. Warm-up-a starter activity to get student engaged and to preview/review.
5. Procedure-the direct instruction and writing of the new letter.
6. Reinforcement Activity-a hands-on activity to reinforce the letter.
7. Check for Mastery-a quick assessment to see if letter is mastered.
8. Review of Previously Taught Letters-a review of any letters already taught.
9. Maintenance-a re-check of previously taught letters.

According to Lafferty, et al., (2000), the following teaching procedures should be included in a lesson. These teaching procedures include a pre-assessment, introduction phase, teaching phase, and assessment. The pre-assessment will be done before deciding which lessons a student needs and the other three phases are embedded in each lesson.

Pre-Assessment. Before teaching, the teacher needs to do a check to see what knowledge the student has with a particular skill. The pre-assessment is an indicator of where the teacher needs to start instruction.

Introduction Phase. During this phase, the instructor should show one letter in both upper and lower case to the student. The student should trace the figures with his or her finger. The instructor should say the letter name continuously and have the student repeat the letter name.

Teaching Phase. During the teaching phase, the teacher re-introduces the letter and name. Activities during this session can look differently, but should include a

writing activity and a hands-on activity. During these activities the instructor and student should repeatedly say the letter name. During this phase remember to encourage the student as needed to build his or her confidence.

Post-Assessment. When checking to see if the student mastered the letter name taught in the lesson, the instructor needs to assess the student on that letter.

Maintenance is also necessary to check to see if the student has maintained the previously taught and mastered letters.

Included at the end of each lesson is also a correction procedure. If the student makes an error at any time throughout the lesson, the instructor should follow the correction procedure verbatim. It is essential that the instructor provide the correct letter name so that the student doesn't have to guess. Then be sure to revisit that letter name many more times until mastery.

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CHAPTER FOUR

PROJECT

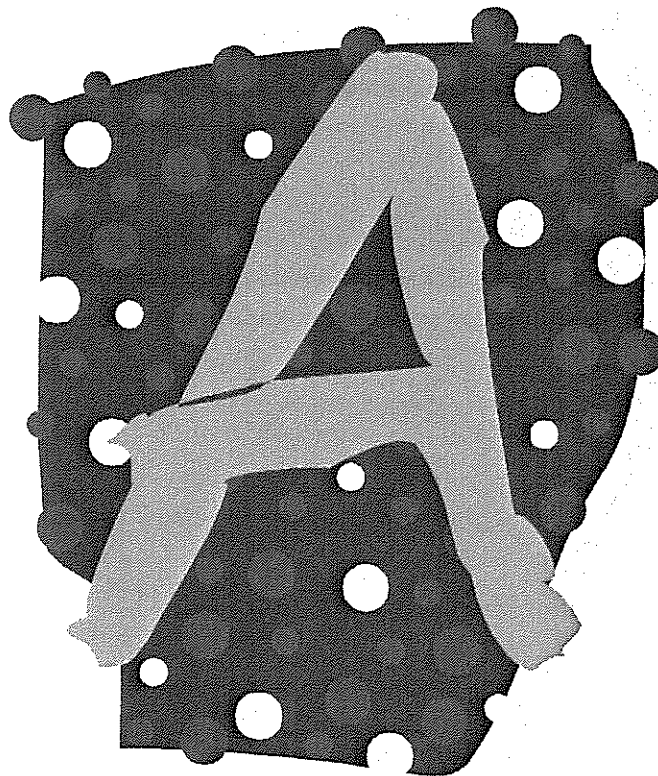
Introduction

The lessons in this project are set up so that teachers who are unfamiliar with explicit instruction in a remedial situation will have success. Before starting the teacher should review the whole manual to gain understanding of the way it is to be implemented.

The lessons do not have to be taught in a particular order nor do all of them have to be taught. When deciding only what lessons a particular student needs, the instructor should do a pre-assessment. This will inform the instructor of student needs. Students should be able to name the letter automatically (within three seconds) if they have mastered a letter. In the pre-assessment, the instructor should flash alphabet cards and take note of any errors. Then the instructor is to arrange the letters, out of order, on the table in front of the child and ask the child to find certain letters as a double check. Lastly, the instructor is to record any errors the child makes. Based on the pre-assessment data, choose a lesson with which to begin.

After the instructor has decided on a lesson, check the materials list to be sure all the materials needed are gathered. Then set up the materials in a quiet location where one-on-one or small group instruction can be provided. When time allows, start the lesson. Proceed step-by-step through the lesson at a moderate and lively pace. Provide the error correction whenever needed throughout the entire lesson.

EFFECTIVE LETTER IDENTIFICATION ACTIVITIES FOR K-1 CHILDREN



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Introduction to Teachers

Effective Letter Identification Activities for K-1 Children is a handbook designed to provide instructors with step-by-step lessons with activities to teach letter identification. Knowledge and mastery of letter names is a pre-requisite reading skill that all students should have upon entering kindergarten or within that first year. If students are struggling with mastering letter names, instructors can turn to this handbook to remediate that reading deficiency.

Lesson Components

Effective Letter Identification Activities for K-1 Children: A Handbook for Teachers has twenty-six lessons, one for each letter of the alphabet. The lessons are set up with nine essential components. These essential components are compiled from the resources cited in chapter two. The lessons provide detailed instructions of the components. The components are listed below:

1. Objective-what is expected of the student.
2. Time-amount of time needed to complete the lesson.
3. Materials-the items needed for the lesson.
4. Warm-up-a starter activity to get student engaged and to preview/review.
5. Procedure-the direct instruction and writing of the new letter.
6. Reinforcement Activity-a hands-on activity to reinforce the letter.
7. Check for Mastery-a quick assessment to see if letter is mastered.
8. Review of Previously Taught Letters-a review of any letters already taught.
9. Maintenance-a re-check of previously taught letters.

Included at the end of each lesson is also a correction procedure. If the student makes an error at any time throughout the lesson, the instructor should follow the correction procedure verbatim. It is essential that the instructor provide the correct letter name so that the student doesn't have to guess. Then be sure to revisit that letter name many more times until mastery.

Resources

In the appendix there are alphabet cards in both upper and lower case to use when teaching the lessons. It is recommended to copy these onto cardstock and even laminate them so they hold up with excessive use.

There is also a reference list of books to use during the lessons. Some of the books have already have a suggested use with the teaching of a certain letter but extra book titles have been included that will work well with the lessons.

A, a

Objective: The student will master the upper and lower case "A" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

"A" alphabet cards

Play dough

Book-*All the letters* by M. P. Hofbauer

Dry erase board (81/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "A" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "A" according to the features they see.

For Example: "It has two straight lines that meet at the top. It has one line that connects the other two lines in the middle."

The student will then practice with a dry erase board and markers the letter "A" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The student will construct the letter "A" out of play dough. If necessary, remind the student of how he/she described the letter earlier. Remember to say the letter name during the activity repeatedly. When finished, the student will trace over the letter with his/her finger and say the name.

Check for Mastery:

(Pointing to the letter "A" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Hofbauer, M. P. (1993). *All the letters*. Bridgeport, CT: Green Bark Press. Letters of the alphabet are depicted with objects and labels

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

B, b

Objective: The student will master the upper and lower case "B" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

Alphabet walk cards

"B" alphabet cards

Magnetic letters

Glue

Beans

Book-*The Berenstains' b book* by S. Berenstain & J. Berenstain

Crayon and paper

Warm Up:

Sing the alphabet song while pointing to magnetic letters on a dry erase board. The student can point to each letter as the song is sung. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows: a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "B" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "B" according to the features they see.

For Example: "It has one line that curves twice and one straight line."

The student will then practice with a paper and crayon the letter "B" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The student will glue beans onto an outline of a letter "B". Remember to say the letter name during the activity repeatedly. When finished the student will trace over the letter with his/her index finger for tactile reinforcement and say the letter name.

Literature:

Berenstain, S., & Berenstain, J. (1971). *The Berenstains' b book*. New York: Random House. Big brown bear, a blue bull, and a beautiful baboon undertake activities that begin with b. The teacher will read this book to reinforce the letter "B".

Check for Mastery:

(Pointing to the letter "B" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

The student will play alphabet walk. The teacher will play music while the child walks alphabet cards that are randomly laid out on the floor. The only cards out are the ones students have been taught. When the music stops, the child picks up the card and names the letter. The teacher will correct if needed.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

C, c

Objective: The student will master the upper and lower case "C" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

"C" alphabet cards

Bean bags

Book- *A is for animals* by G. C. Shirley

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "C" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "C" according to the features they see.

For Example: "It has one line that makes a curve."

The student will then practice with a dry erase board and markers the letter "C" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Game:

The student will use bean bags to try and "hit" the letter "C" card that is on the floor. This game is played just like you would play a typical game of bean bag toss. Remember to say the letter name during the activity repeatedly. When finished the student will trace over the letter with his/her finger and say the name.

Check for Mastery:

(Pointing to the letter "C" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Shirley, G. C. (1991). *A is for animals*. New York: Simon & Schuster. Illustrations and information are provided about animals whose names begin with the target letter.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

D, d

Objective: The student will master the upper and lower case "D" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

Alphabet walk cards

"D" alphabet cards

Bread dough

Icing and decorations

Crayon and paper

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "D" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "D" according to the features they see.

For Example: "It has one straight line and one line that curves."

The student will then practice with a crayon and paper the letter "D" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The student will construct the letter "D" out of bread dough. If necessary, remind the student of how he/she described the letter earlier. The teacher will already have some pre-made donuts made from bread dough that is fried in the shape of a "D" as well. Then the student can decorate the donut and eat it. Remember to say the letter name during the activity repeatedly. When finished the student will trace over the letter with his/her finger and say the name.

Check for Mastery:

(Pointing to the letter "D" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

The student will play alphabet walk. The teacher will play music while the child walks alphabet cards that are randomly laid out on the floor. The only cards out are the ones students have been taught. When the music stops, the child picks up the card and names the letter. The teacher will correct if needed.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

E, e

Objective: The student will master the upper and lower case “E” according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

Magnetic letters

“E” alphabet cards

Play dough

Blindfold

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to magnetic letters on a dry erase board. The student can point to each letter as the song is sung. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter “E” alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter “E” according to the features they see.

For Example: “It has three straight lines that go across and one straight line that goes up and down.

The student will then practice with a dry erase board and markers the letter “E” in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The student will construct the letter “E” out of play dough. If necessary, remind the student of how he/she described the letter earlier. Remember to say the letter name during the activity repeatedly. When finished the student will trace over the letter with his/her finger and say the name.

Check for Mastery:

(Pointing to the letter “E” on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Secret letter. To play secret letter, the teacher blindfolds the student and places a letter into the student's hands. The student guesses the letter name by feeling the magnetic letter's shape. The teacher tells the student if they are correct, if not the teacher can begin to describe the letter. The only letters to be used are letters that have been introduced to the student.

For example: If the letter to review was "E", the teacher may say, this letter has three lines that go across. The teacher continues to prompt until the student answers with the correct letter name.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

F, f

Objective: The student will master the upper and lower case "F" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

"F" alphabet cards

Book-*Animal parade* by J. Wood

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "F" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "F" according to the features they see.

For Example: "It has two straight lines that go across and one straight line that goes up and down.

The student will then practice with a dry erase board and markers the letter "F" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Rhyme:

The teacher can write the following poem on the dry erase board. The teacher then reads the poem to the student. The student then joins the teacher and the poem is read several times. The teacher then asks the student to find the letter "F" in the poem. The student circles the "Fs". When finished the student will trace over the letter with his/her finger and say the name.

Fuzzy Wuzzy

Fuzzy Wuzzy was a bear.

Fuzzy Wuzzy had no hair.

Fuzzy Wuzzy wasn't fuzzy,

Was he?

Check for Mastery:

(Pointing to the letter "F" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Wood, J. (1993). *Animal parade*. New York: Bradbury. A parade starts with an aardvark, an antelope, and other animals whose names begin with A and proceeds through the rest of the alphabet.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

G, g

Objective: The student will master the upper and lower case “G” according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

“G” alphabet cards

Alphabet walk cards

Green construction paper

Gold glitter

Glue

Crayon and paper

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter “G” alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter “G” according to the features they see.

For Example: “It has one line that starts at the top and curves around. When it gets to the bottom it goes straight back up almost to the top. Then you make one little tiny line on top of that straight line and it goes across.

The student will then practice with a crayon and paper the letter “G” in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The student will construct the letter “G” with *glue* on *green* paper. Then the student will sprinkle *gold glitter* on the wet *glue*. Remember to say the letter name during the activity repeatedly. When finished the student will trace over the letter with his/her finger and say the name.

Check for Mastery:

(Pointing to the letter “G” on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

The student will play alphabet walk. The teacher will play music while the child walks alphabet cards that are randomly laid out on the floor. The only cards out are the ones students have been taught. When the music stops, the child picks up the card and names the letter. The teacher will correct if needed.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

H, h

Objective: The student will master the upper and lower case "H" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

Magnetic letters

"H" alphabet cards

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Modified Twister game

Warm Up:

Sing the alphabet song while pointing to magnetic letters on a dry erase board. The student can point to each letter as the song is sung. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "H" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "H" according to the features they see.

For Example: "It has two straight lines that don't touch each other going up and down. It has one line that connects the other two lines in the middle."

The student will then practice with a dry erase board and markers the letter "H" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Rhyme:

The teacher can write the following poem on the dry erase board. The teacher then reads the poem to the student. The student then joins the teacher and the poem is read several times. The teacher then asks the student to find the letter "H" in the poem. The student circles the "H's". When finished the student will trace over the letter with his/her finger and say the name.

Hot Cross Buns!

Hot Cross Buns! Hot Cross Buns!

One a penny, two a penny,

Hot cross buns!

If you have no daughters,

Give them to your sons;

One a penny, two a penny,

Hot cross buns!

Check for Mastery:

(Pointing to the letter "H" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Play the game of "Letter Twister". Modify the game of twister so that it includes the letters the student needs to review. You can also make your own twister game board and spinner. The student will spin the dial and then move their hands or feet from one letter to another. While the student is playing the game, he/she must say the names of the letters they are moving to.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

I, i

Objective: The student will master the upper and lower case "I" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

"I" alphabet cards

Ice cream and toppings

Dishes, spoons, and scooper

Book-*Eating the alphabet* by L. Ehler

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "I" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "I" according to the features they see.

For Example: "It has one straight line that goes up and down and two little lines that go across. One sits on top of the big straight line and one sits at the bottom of the big straight line.

The student will then practice with a dry erase board and markers the letter "I" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Food:

The instructor will ask the student to name a favorite food that starts with "I". If the student doesn't come up with ice cream, the instructor will provide the answer. The instructor will then tell the student that today they get to make and eat ice cream sundaes. While the student and teacher are doing this be sure to say the letter name "I" multiple times.

To make ice cream sundaes, scoop out desired amount of ice cream and place in bowl. Then choose the desired toppings and pour on to ice cream. Enjoy!

Check for Mastery:

(Pointing to the letter "I" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Ehlert, L. (1989). *Eating the alphabet*. New York: Harcourt. Drawings of foods beginning with the letter being presented are labeled with their names in both upper- and lowercase letters.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

J, j

Objective: The student will master the upper and lower case “J” according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

“J” alphabet cards

Alphabet walk cards

Crayon and paper

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter “J” alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter “J” according to the features they see.

For Example: “It has one line that starts at the top and when it gets to the bottom it curves towards the left. There is a little line that goes across and sits at the top of the other line.

The student will then practice with a crayon and paper the letter “J” in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Rhyme:

The teacher can write the following poem on the dry erase board. The teacher then reads the poem to the student. The student then joins the teacher and the poem is read several times. The teacher then asks the student to find the letter “J” in the poem. The student circles the “Js”. When finished the student will trace over the letter with his/her finger and say the name.

Jack, Be Nimble

Jack, be nimble

Jack, be quick,

Jack, jump over the candlestick.

Jump it lively,
Jump it quick,
But don't knock over
The candlestick.

Check for Mastery:

(Pointing to the letter "J" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

The student will play alphabet walk. The teacher will play music while the child walks alphabet cards that are randomly laid out on the floor. The only cards out are the ones students have been taught. When the music stops, the child picks up the card and names the letter. The teacher will correct if needed.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

K, k

Objective: The student will master the upper and lower case "K" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

"K" alphabet cards

Magnetic letters

Blindfold

Play dough

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to magnetic letters on a dry erase board. The student can point to each letter as the song is sung. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "K" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "K" according to the features they see.

For Example: "It has one straight line going up and down. The other line starts at the top right and goes diagonally to the middle of your first line and then diagonally back out to the bottom.

The student will then practice with a dry erase board and markers the letter "K" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The student will construct the letter "K" out of play dough. If necessary, remind the student of how he/she described the letter earlier. Remember to say the letter name during the activity repeatedly. When finished the student will trace over the letter with his/her finger and say the name.

Check for Mastery:

(Pointing to the letter "K" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Secret letter. To play secret letter, the teacher blindfolds the student and places a letter into the student's hands. The student guesses the letter name by feeling the magnetic letter's shape. The teacher tells the student if they are correct, if not the teacher can begin to describe the letter. The only letters to be used are letters that have been introduced to the student.

For example: If the letter to review was "E", the teacher may say, this letter has three lines that go across. The teacher continues to prompt until the student answers with the correct letter name.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

L, l

Objective: The student will master the upper and lower case "L" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

"L" alphabet cards

Construction paper, various colors

Glue

Scissors

Book-*Old black fly* by J. Aylesworth

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "L" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

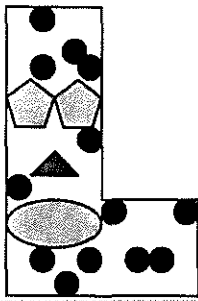
The instructor will ask the student to describe the letter "L" according to the features they see.

For Example: "It has one line that starts at the top and goes all the way down. Then it continues out to the right.

The student will then practice with a dry erase board and markers the letter "L" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The student will make a leopard "L" alpha buddy. First the instructor needs to help the student make a big block letter "L". It should take up almost the whole 8 1/2 by 11 inch piece of construction paper. Then the student can cut out a mouth, ears, eyes, nose and some leopard spots from other pieces of construction paper to paste onto the big letter "L". The student can decorate their alpha buddy, Leopard "L", however they would like. Remember to say the letter name during the activity repeatedly. When finished the student will trace over the letter with his/her finger and say the name.



“Leopard L”

Check for Mastery:

(Pointing to the letter “L” on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Aylesworth, J. (1991). *Old black fly*. New York: Holt. Rhyming text follows a mischievous black fly through the alphabet as he has a very busy day.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is “ ”. What letter?*

Wait for response. Reaffirm, Say: *Yes, “ ”.*

Make sure to review any errors often.

M, m

Objective: The student will master the upper and lower case “M” according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

Alphabet walk cards

“M” alphabet cards

Bean bags

Crayon and paper

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter “M” alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter “M” according to the features they see.

For Example: “It has one line that starts at the base line and goes straight up, then down halfway, diagonally. Then back up to the top, diagonally and then back down to the baseline.

The student will then practice with a crayon and paper the letter “M” in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Game:

The student will use bean bags to try and “hit” the letter “M” card that is on the floor. This game is played just like you would play a typical game of bean bag toss. Remember to say the letter name during the activity repeatedly. When finished the student will trace over the letter with his/her finger and say the name.

Check for Mastery:

(Pointing to the letter “M” on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

The student will play alphabet walk. The teacher will play music while the child walks alphabet cards that are randomly laid out on the floor. The only cards out are the ones students have been taught. When the music stops, the child picks up the card and names the letter. The teacher will correct if needed.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

N, n

Objective: The student will master the upper and lower case "N" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

Magnetic letters

"N" alphabet cards

String

Scissors

Cheerios™

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Go Fish! Cards with letters

Warm Up:

Sing the alphabet song while pointing to magnetic letters on a dry erase board. The student can point to each letter as the song is sung. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "N" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "N" according to the features they see.

For Example: "It has one line that starts on the bottom and goes straight up to the top, then back down to the bottom diagonally, and then straight back up to the top."

The student will then practice with a dry erase board and markers the letter "N" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The student will construct a "Nice Necklace with Nine Cheerios™." The instructor will help the student cut a string long enough to make a necklace for the student. Then the student loops nine Cheerios™ onto the string. Then tie a knot in the string. It should be large enough to fit over the student's head. Remember to say the letter name during the activity repeatedly.

Check for Mastery:

(Pointing to the letter "N" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

The instructor and student will play a game of Go Fish! Use an existing set of Go Fish cards and replace the numbers or pictures with the upper and lower case letters that need to be reviewed. Then the instructor and student can play the game of Go Fish! The dealer needs to deal seven cards to each player and the rest go in a pile in the middle to draw from. The instructor and student take turns asking the other if they have a certain letter so that they can make an upper and lower case letter pair. If a pair is made that person can put the pair down. The goal is to get rid of all the cards in your hand and get as many pairs as you can before the other person does.

For Example: One player says, "Do you have a d?" If the opponent does, they give it to that player. If not they may say Go Fish to the other player and then that player has to fish a card from the pile.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

O, o

Objective: The student will master the upper and lower case "O" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

"O" alphabet cards

Oranges

Book-*Peter Rabbit's ABC* by B. Potter

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "O" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "O" according to the features they see.

For Example: "It has two one line that makes a continuous circle.

The student will then practice with a dry erase board and markers the letter "O" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Food:

The instructor will ask the student to name a fruit that starts with "O". If the student doesn't come up with orange, the instructor will provide the answer. The instructor will then tell the student that today they get to peel and eat an orange. While the student and teacher are doing this be sure to say the letter name "O" multiple times.

Check for Mastery:

(Pointing to the letter "O" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Potter, B. (1987). *Peter Rabbit's ABC*. Middlesex, England: Frederick Warne. Old fashioned illustrations accompany a letter of the alphabet and a word that begins with the letter (b is for butter).

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

P, p

Objective: The student will master the upper and lower case "P" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

"P" alphabet cards

Alphabet walk cards

Crayon and paper

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "P" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own.

This procedure will continue through the session.

The instructor will ask the student to describe the letter "P" according to the features they see.

For Example: "It one line that goes straight up and down. It has another line that starts at the top of the first line and curves to the right and to the middle of the first line.

The student will then practice with a crayon and paper the letter "P" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Rhyme:

The teacher can write the following poem on the dry erase board. The teacher then reads the poem to the student. The student then joins the teacher and the poem is read several times. The teacher then asks the student to find the letter "P" in the poem. The student circles the "Ps". When finished the student will trace over the letter with his/her finger and say the name.

Peter Piper

Peter Piper picked a peck of pickled peppers;

Did Peter Piper pick a peck of pickled peppers?

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

Check for Mastery:

(Pointing to the letter "P" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

The student will play alphabet walk. The teacher will play music while the child walks alphabet cards that are randomly laid out on the floor. The only cards out are the ones students have been taught. When the music stops, the child picks up the card and names the letter. The teacher will correct if needed.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

Q, q

Objective: The student will master the upper and lower case "Q" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

"Q" alphabet cards

Magnetic letters

Play dough

Modified Twister game

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to magnetic letters on a dry erase board. The student can point to each letter as the song is sung. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "Q" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "Q" according to the features they see.

For Example: "It has one continuous line that makes a circle. It has another line that goes in the bottom of the circle and makes a tail.

The student will then practice with a dry erase board and markers the letter "Q" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The student will construct the letter "Q" out of play dough. If necessary, remind the student of how he/she described the letter earlier. Remember to say the letter name during the activity repeatedly. When finished the student will trace over the letter with his/her finger and say the name.

Check for Mastery:

(Pointing to the letter "Q" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Play the game of "Letter Twister". Modify the game of twister so that it includes the letters the student needs to review. You can also make your own twister game board and spinner. The student will spin the dial and then move their hands or feet from one letter to another. While the student is playing the game, he/she must say the names of the letters they are moving to.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

R, r

Objective: The student will master the upper and lower case "R" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

"R" alphabet cards

Book-*Alfred's alphabet walk* by V. Chess

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "R" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "R" according to the features they see.

For Example: "It has two one line that goes up and down. It has another line that starts at the top of the first line and curves to the right and to the middle of the first line and then goes out diagonally back down to the bottom.

The student will then practice with a dry erase board and markers the letter "R" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Rhyme:

The teacher can write the following poem on the dry erase board. The teacher then reads the poem to the student. The student then joins the teacher and the poem is read several times. The teacher then asks the student to find the letter "R" in the poem. The student circles the "Rs". When finished the student will trace over the letter with his/her finger and say the name.

Rain, Rain Go Away

Rain, rain, go away,

Come again another day;

Little Raymond wants to play.

Check for Mastery:

(Pointing to the letter "R" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Chess, V. (1979). *Alfred's alphabet walk*. New York: Greenwillow. Scenes are described with alliterative phrases.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

S, s

Objective: The student will master the upper and lower case "S" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

"S" alphabet cards

Alphabet walk cards

Construction paper

Star stickers

Crayon and paper

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "S" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "S" according to the features they see.

For Example: "It has one line that starts at the top and curves to the left and then curves to the right and back to the left just up from the bottom.

The student will then practice with a crayon and paper the letter "S" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The student will construct a large letter "S" on a piece of construction paper. If necessary, remind the student of how he/she described the letter earlier. Then the instructor will provide star stickers for the student to place on the letter "S". Remember to say the letter name during the activity repeatedly. When finished the student will trace over the letter with his/her finger and say the name.

Check for Mastery:

(Pointing to the letter "S" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

The student will play alphabet walk. The teacher will play music while the child walks alphabet cards that are randomly laid out on the floor. The only cards out are the ones students have been taught. When the music stops, the child picks up the card and names the letter. The teacher will correct if needed.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

T, t

Objective: The student will master the upper and lower case “T” according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

Magnetic letters

Blindfold

“T” alphabet cards

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to magnetic letters on a dry erase board. The student can point to each letter as the song is sung. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter “T” alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter “T” according to the features they see.

For Example: “It has one straight line that goes up and down. Then another line that goes across sits on the top of the first line.

The student will then practice with a dry erase board and markers the letter “T” in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Rhyme:

The teacher can write the following poem on the dry erase board. The teacher then reads the poem to the student. The student then joins the teacher and the poem is read several times. The teacher then asks the student to find the letter “T” in the poem. The student circles the “Ts”. When finished the student will trace over the letter with his/her finger and say the name. If time allows, the instructor and student can act out the rhyme while saying it.

Teddy Bear, Teddy Bear

Teddy Bear, Teddy Bear, turn around,
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, read the news,
Teddy Bear, Teddy Bear, shine your shoes.

Check for Mastery:

(Pointing to the letter "T" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Secret letter. To play secret letter, the teacher blindfolds the student and places a letter into the student's hands. The student guesses the letter name by feeling the magnetic letter's shape. The teacher tells the student if they are correct, if not the teacher can begin to describe the letter. The only letters to be used are letters that have been introduced to the student.

For example: If the letter to review was "E", the teacher may say, this letter has three lines that go across. The teacher continues to prompt until the student answers with the correct letter name.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

U, u

Objective: The student will master the upper and lower case "U" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

"U" alphabet cards

Play dough

Book-*Dr. Seuss's ABC* by T. S. Geisel

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "U" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "U" according to the features they see.

For Example: "It has one line that starts at the top and goes all the way to the bottom while curving around and then goes back to the top."

The student will then practice with a dry erase board and markers the letter "U" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The student will construct the letter "U" out of play dough. If necessary, remind the student of how he/she described the letter earlier. Remember to say the letter name during the activity repeatedly. When finished the student will trace over the letter with his/her finger and say the name.

Check for Mastery:

(Pointing to the letter "U" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Geisel, T. S. (1973). *Dr. Seuss's ABC*. New York: Beginner. Each letter is accompanied by a humorous alliterative story.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

V, v

Objective: The student will master the upper and lower case “V” according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

“V” alphabet cards

Alphabet walk cards

Velvet

Glue

Scissors

Construction paper

Crayon and paper

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter “V” alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter “V” according to the features they see.

For Example: “It has one line that starts at the top and goes diagonally down to the bottom and diagonally up and back out to the top.

The student will then practice with a crayon and paper the letter “V” in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The student will construct the letter “V” out of velvet. He/she can cut out a block letter “V” out of the velvet and then paste it onto a piece of construction paper. If necessary, remind the student of how he/she described the letter earlier. Remember to say the letter name during the activity repeatedly. When finished the student will trace over the letter with his/her finger and say the name.

Check for Mastery:

(Pointing to the letter "V" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

The student will play alphabet walk. The teacher will play music while the child walks alphabet cards that are randomly laid out on the floor. The only cards out are the ones students have been taught. When the music stops, the child picks up the card and names the letter. The teacher will correct if needed.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

W, w

Objective: The student will master the upper and lower case “W” according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

Magnetic letters

Go Fish! cards

“W” alphabet cards

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to magnetic letters on a dry erase board. The student can point to each letter as the song is sung. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter “W” alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter “W” according to the features they see.

For Example: “It has one line that starts at the top and goes diagonally down to the bottom and then back up to the middle diagonally. It continues back down to the bottom diagonally and then back up to the top diagonally.”

The student will then practice with a dry erase board and markers the letter “W” in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Rhyme:

The teacher can write the following poem on the dry erase board. The teacher then reads the poem to the student. The student then joins the teacher and the poem is read several times. The teacher then asks the student to find the letter “W” in the poem. The student circles the “Ws”. When finished the student will trace over the letter with his/her finger and say the name. If time allows, the instructor and student can act out the rhyme while saying it.

Woodchuck

How much wood

Would a woodchuck chuck

If a woodchuck could chuck wood?

Check for Mastery:

(Pointing to the letter "W" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

The instructor and student will play a game of Go Fish! Use an existing set of Go Fish cards and replace the numbers or pictures with the upper and lower case letters that need to be reviewed. Then the instructor and student can play the game of Go Fish! The dealer needs to deal seven cards to each player and the rest go in a pile in the middle to draw from. The instructor and student take turns asking the other if they have a certain letter so that they can make an upper and lower case letter pair. If a pair is made that person can put the pair down. The goal is to get rid of all the cards in your hand and get as many pairs as you can before the other person does.

For Example: One player says, "Do you have a d?" If the opponent does, they give it to that player. If not they may say Go Fish to the other player and then that player has to fish a card from the pile.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

X, x

Objective: The student will master the upper and lower case "X" according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

"X" alphabet cards

Construction paper

Pencil

Crayons

Scissors

Book-*Richard Scarry's find your ABC* by R. Scarry

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter "X" alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter "X" according to the features they see.

For Example: "It has two lines that start opposite each other at the top, cross in the middle, and then go out opposite again to the bottom.

The student will then practice with a dry erase board and markers the letter "X" in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The student will draw a fox in a box. The instructor will provide the materials and the student can draw and decorate the illustration. Remember to say the letter name during the activity repeatedly. When finished the student will trace over the letter with his/her finger and say the name.

Check for Mastery:

(Pointing to the letter "X" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Scarry, R. (1973). *Richard Scarry's find your ABC*. New York: Random. Each letter is illustrated with numerous objects and creatures whose names contain the letter.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

Y, y

Objective: The student will master the upper and lower case “Y” according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

“Y” alphabet cards

Yo-Yo

Alphabet walk cards

Crayon and paper

Warm Up:

Sing the alphabet song while pointing to the letters on an alphabet chart. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter “Y” alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter “Y” according to the features they see.

For Example: “It has one line that starts at the top and goes diagonally down about half way. The other line starts at the top as well, and goes diagonally down to meet with the other line, and continue all the way down to the bottom.

The student will then practice with a crayon and paper the letter “Y” in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The instructor will show the student a Yo-Yo and model how the toy works. Then the instructor will let the student play with the Yo-Yo. Remember to say the letter name during the activity repeatedly.

Check for Mastery:

(Pointing to the letter “Y” on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

The student will play alphabet walk. The teacher will play music while the child walks alphabet cards that are randomly laid out on the floor. The only cards out are the ones students have been taught. When the music stops, the child picks up the card and names the letter. The teacher will correct if needed.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

Say: *That letter is " ". What letter?*

Wait for response. Reaffirm, Say: *Yes, " ".*

Make sure to review any errors often.

Z, z

Objective: The student will master the upper and lower case “Z” according to the assessment.

Time: 15-20 minutes

Materials:

Alphabet chart

Magnetic letters

Construction paper

Glue

Scissors

Zipper strips

“Z” alphabet cards

Modified Twister game

Dry erase board (8 1/2 by 11) and pen (Available from Lakeshore Learning)

Warm Up:

Sing the alphabet song while pointing to magnetic letters on a dry erase board. The student can point to each letter as the song is sung. To prevent the slurring of the letters l, m, n, o, p, it is effective to break up the letters as follows:

a, b, c, d, e, f, g; h, i, j, k, l, m, n; o, p, q; r, s, t; u, v, w; x, y, z.

Procedure:

The instructor will begin session by showing the letter “Z” alphabet cards. The instructor will model by saying the letter name to the student. Next, instructor will say the letter name with the student. Then, the student will be asked to name the letter on their own. This procedure will continue through the session.

The instructor will ask the student to describe the letter “Z” according to the features they see.

For Example: “It has one line that start at the top and goes across and then diagonally down to the bottom and then across the bottom to the right.

The student will then practice with a dry erase board and markers the letter “Z” in upper and lower case. While the student is writing the letter he/she should say the letter name over and over again.

Activity:

The student will construct the letter “Z” out of cut up or two short and one longer zipper. Remember to say the letter name during the activity repeatedly. When finished the student will trace over the letter with his/her finger and say the name.

Check for Mastery:

(Pointing to the letter "Z" on the alphabet chart) What is the name of this letter?

Review of previously taught letters:

Play the game of "Letter Twister". Modify the game of twister so that it includes the letters the student needs to review. You can also make your own twister game board and spinner. The student will spin the dial and then move their hands or feet from one letter to another. While the student is playing the game, he/she must say the names of the letters they are moving to.

Maintenance:

Check to see if student is maintaining the letter names of previously taught letters. Return to the alphabet chart and point to any of the previously taught letters and ask student to name them. If the student does not know any previously taught letter at any time immediately use the following correction procedure. Then be sure to review that letter until student masters it again.

Correction Procedure:

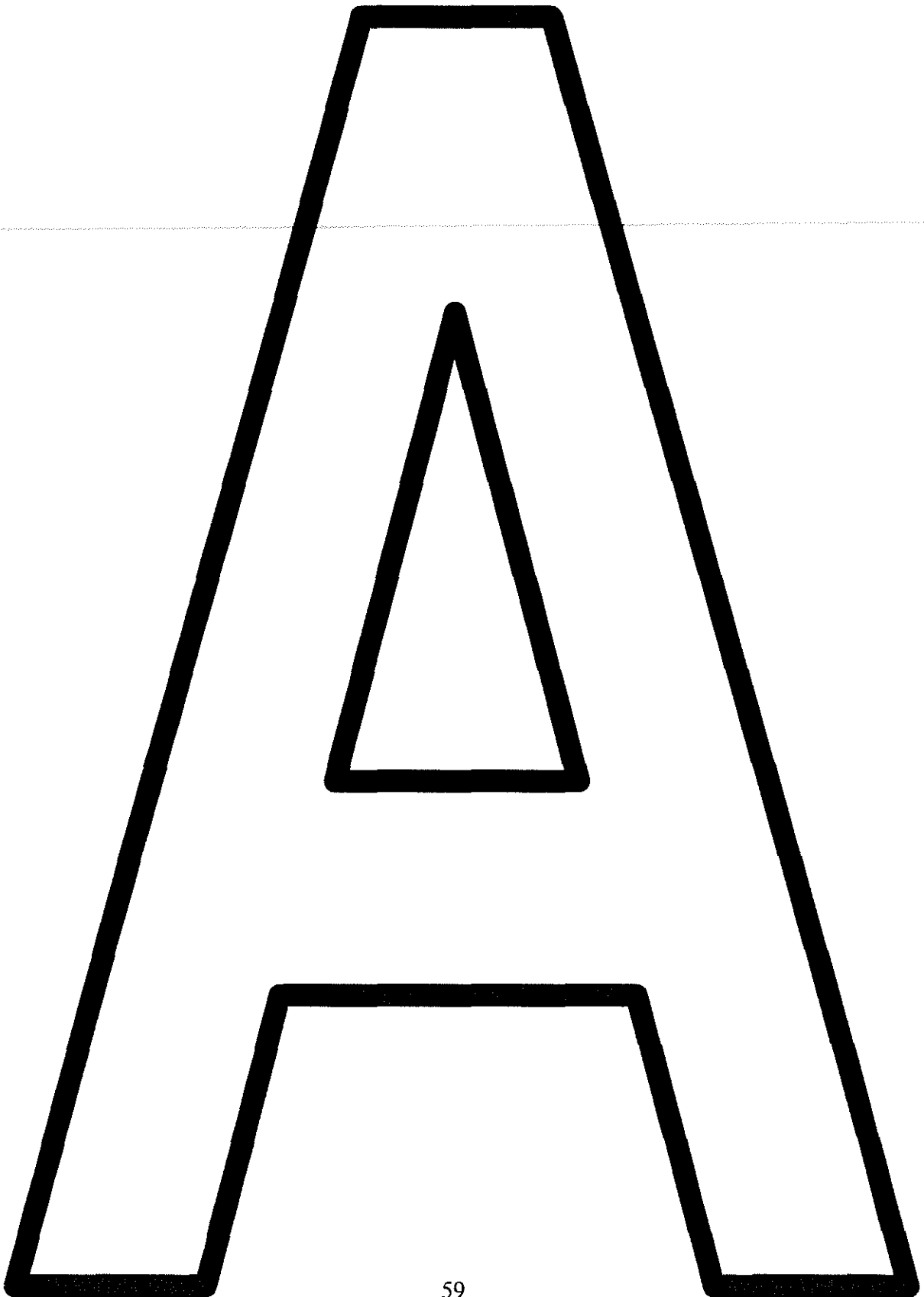
Say: *That letter is " ". What letter?*

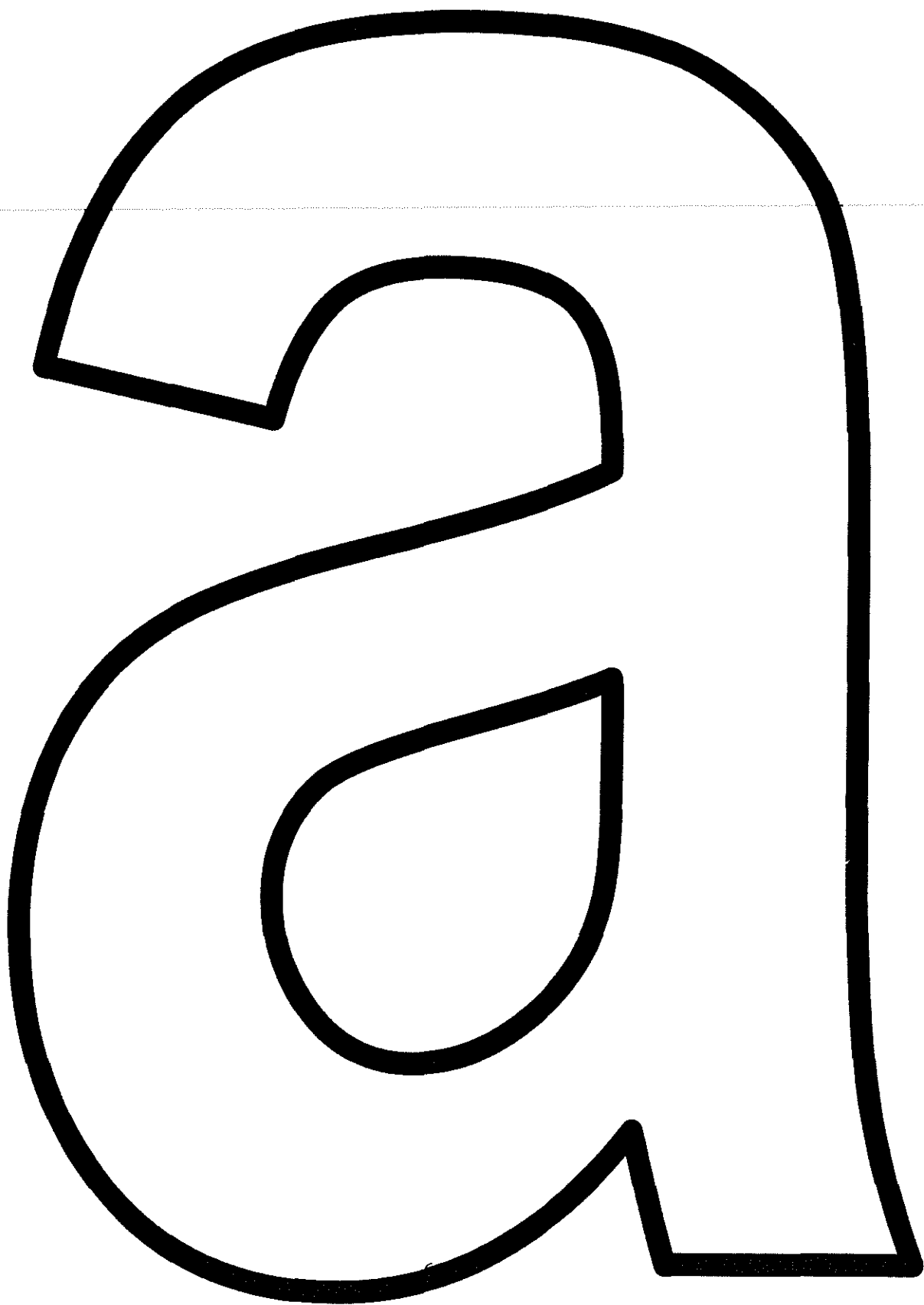
Wait for response. Reaffirm, Say: *Yes, " ".*

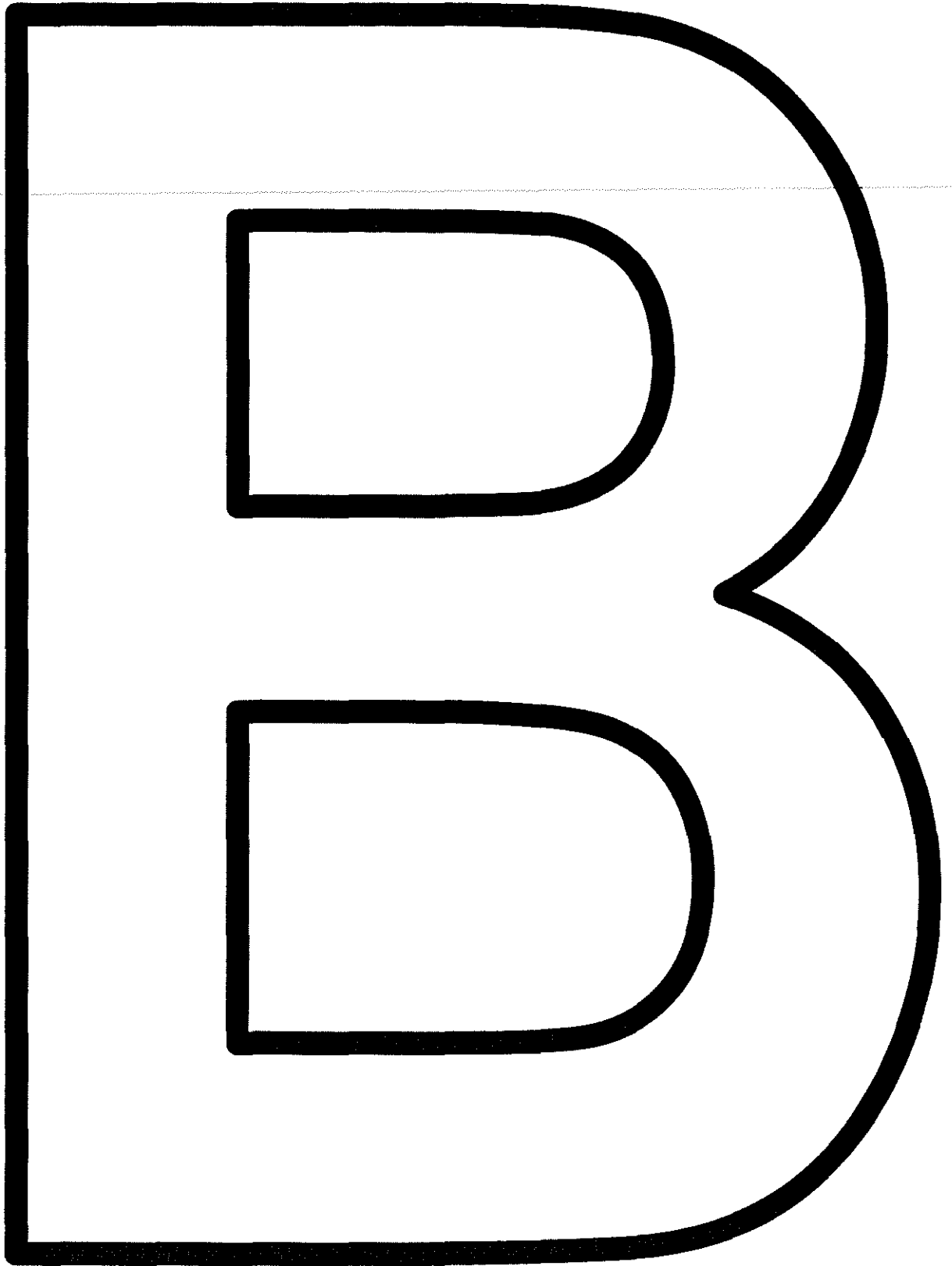
Make sure to review any errors often.

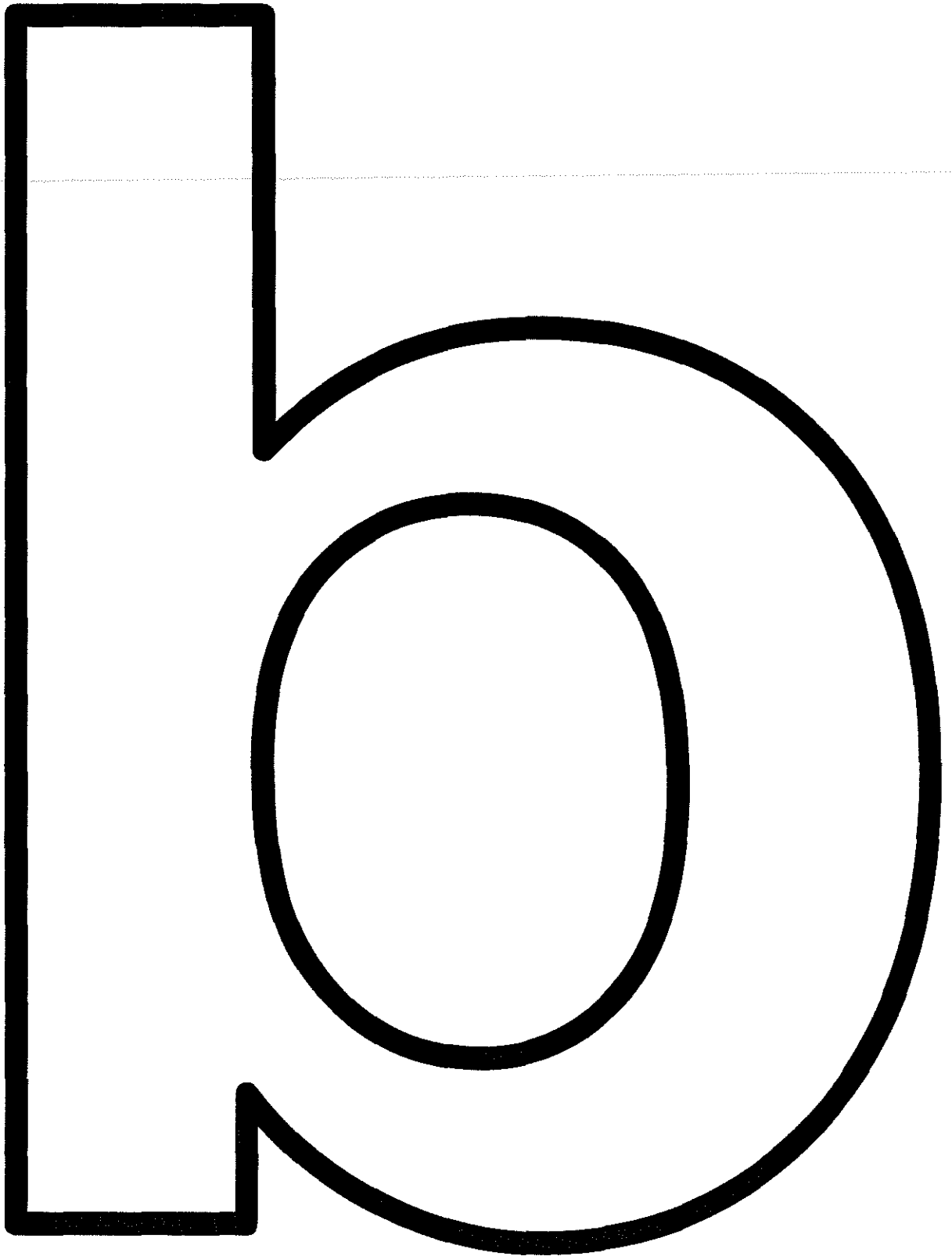
APPENDIX

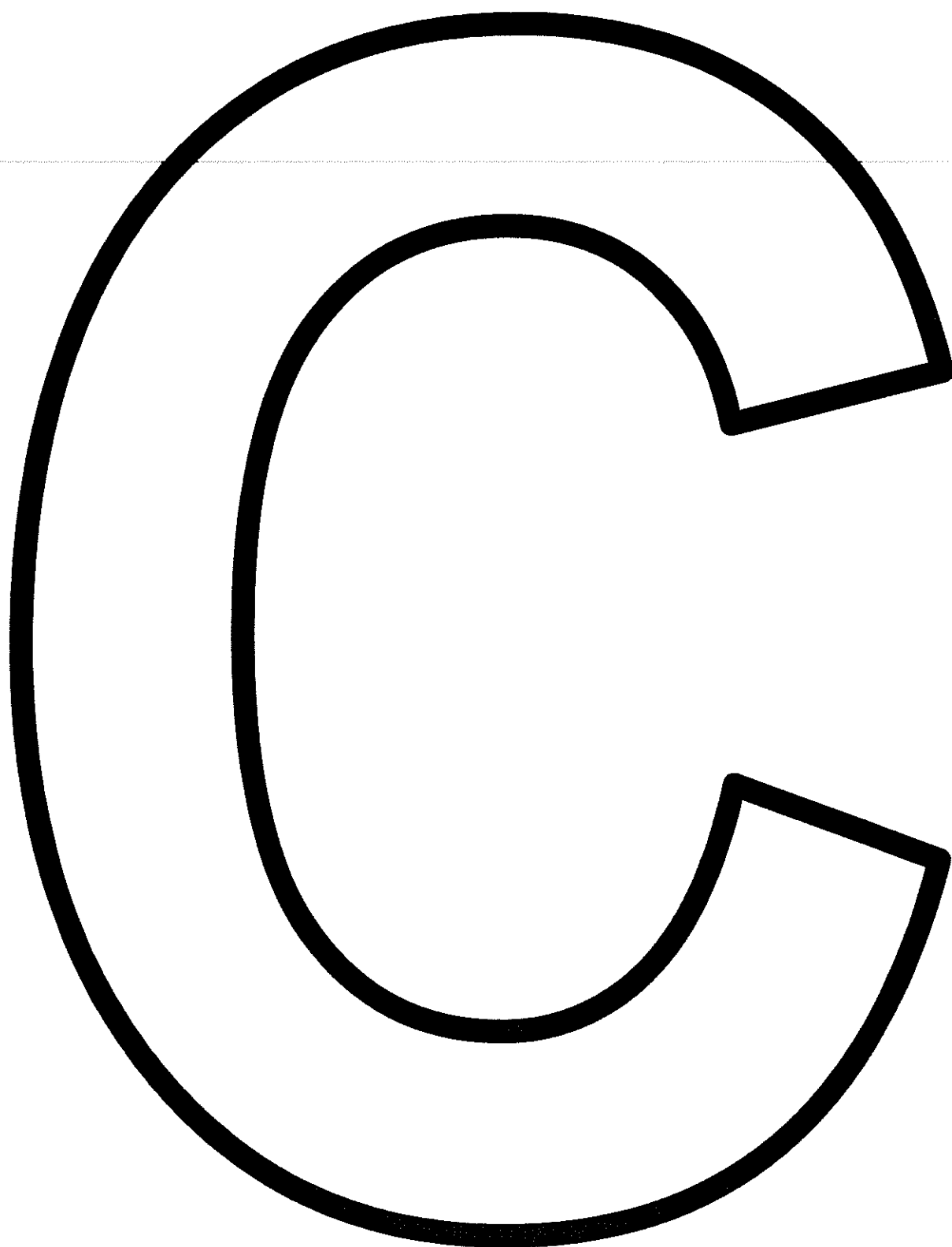
Alphabet Cards.....	59
Alphabet Books.....	111

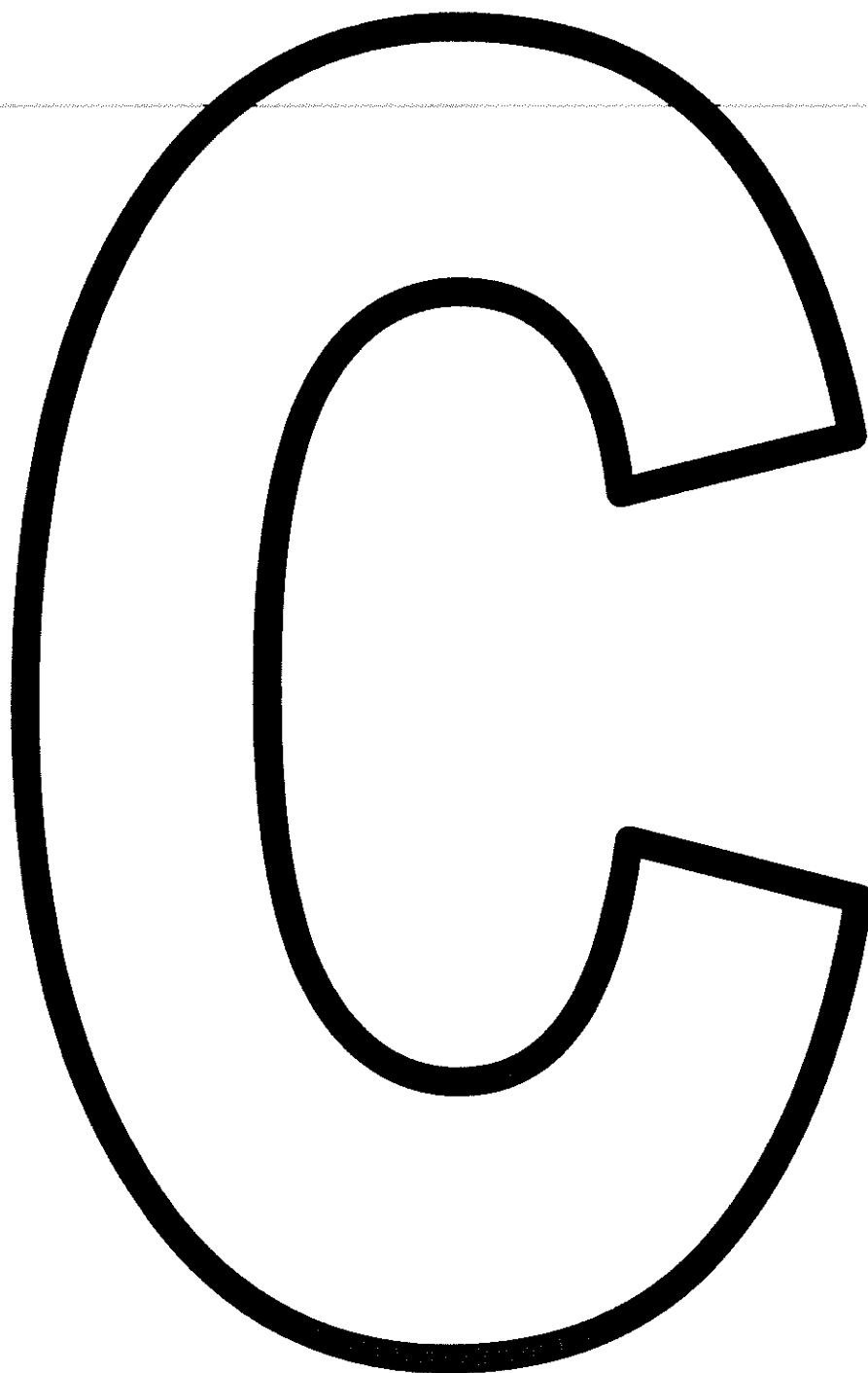


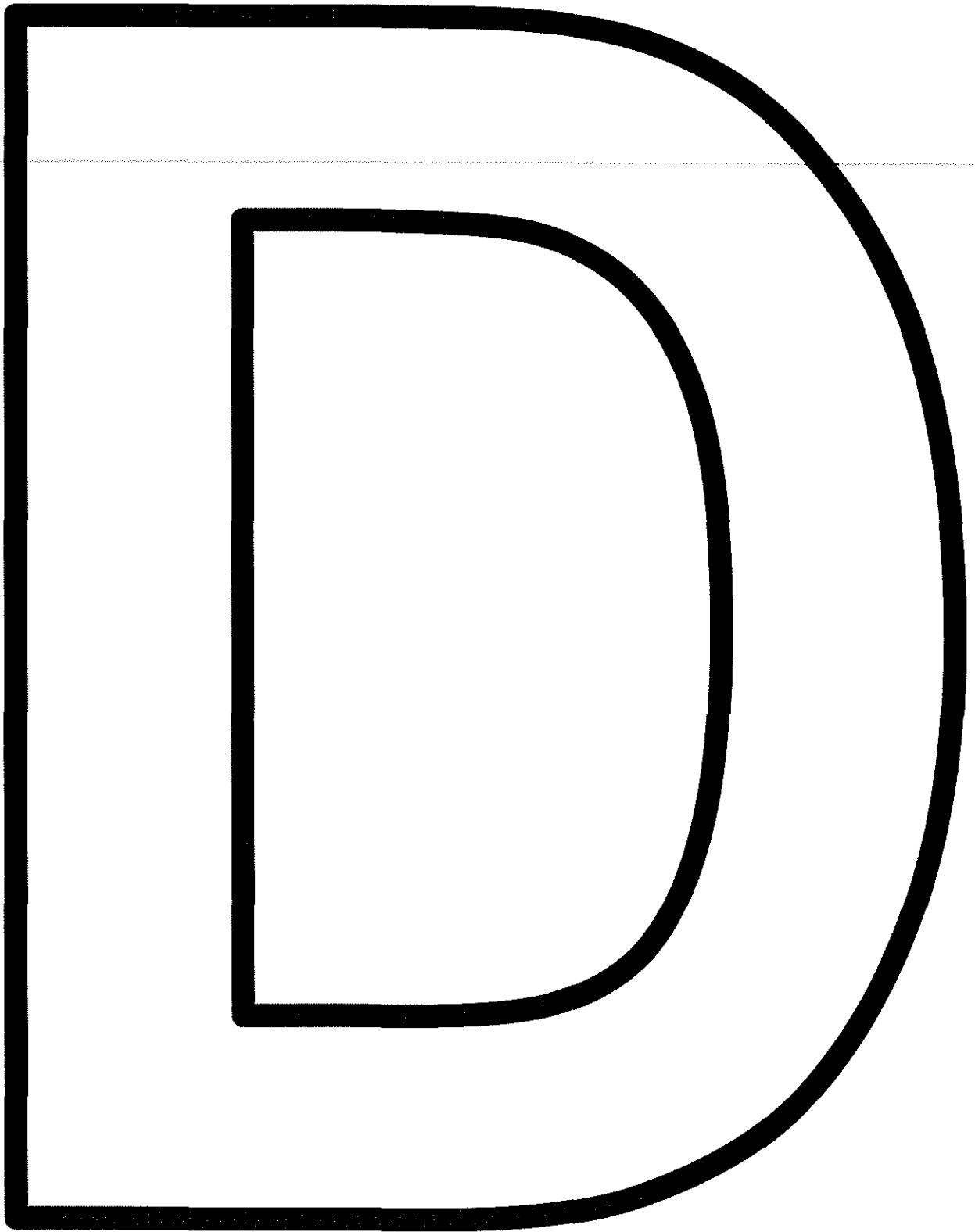


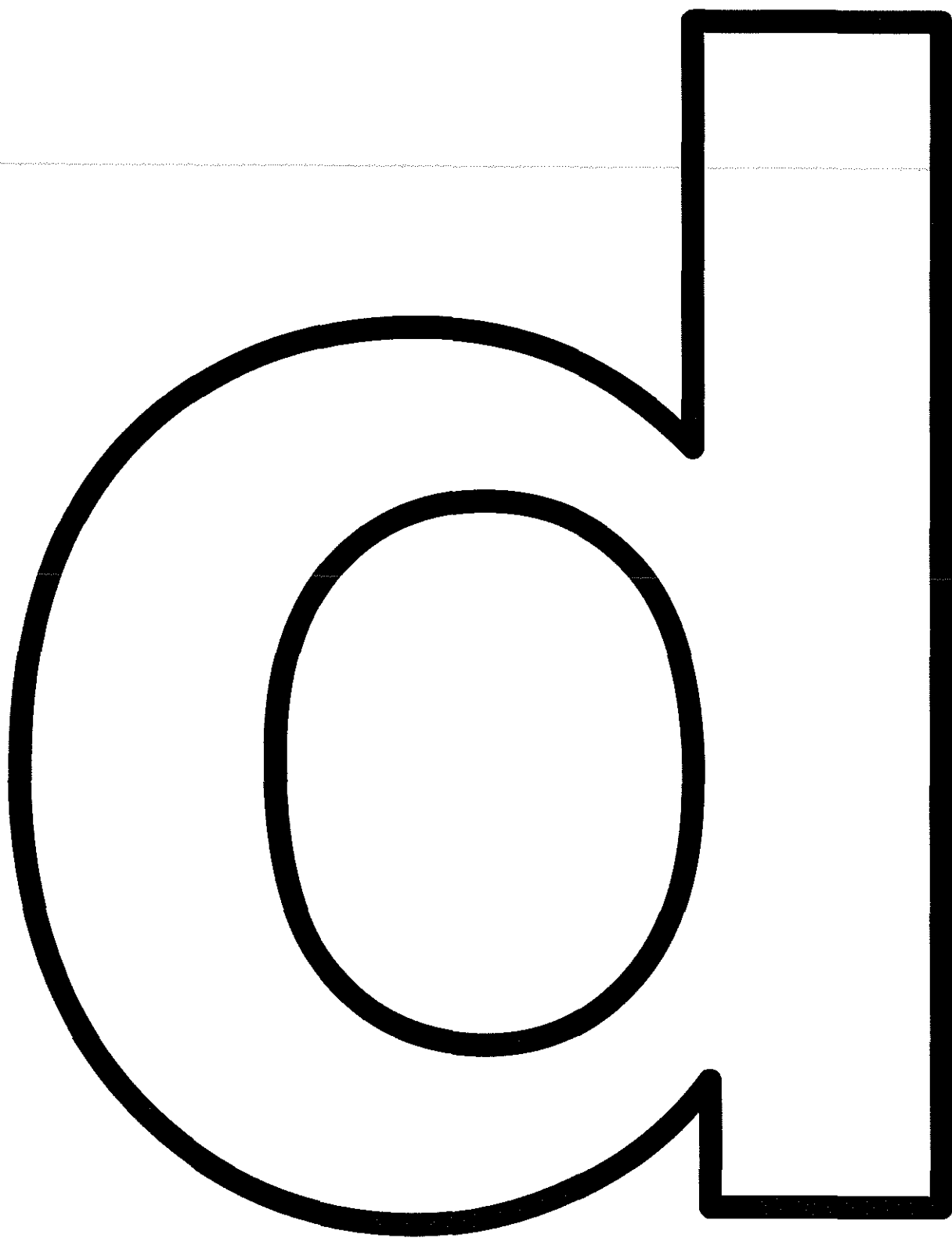


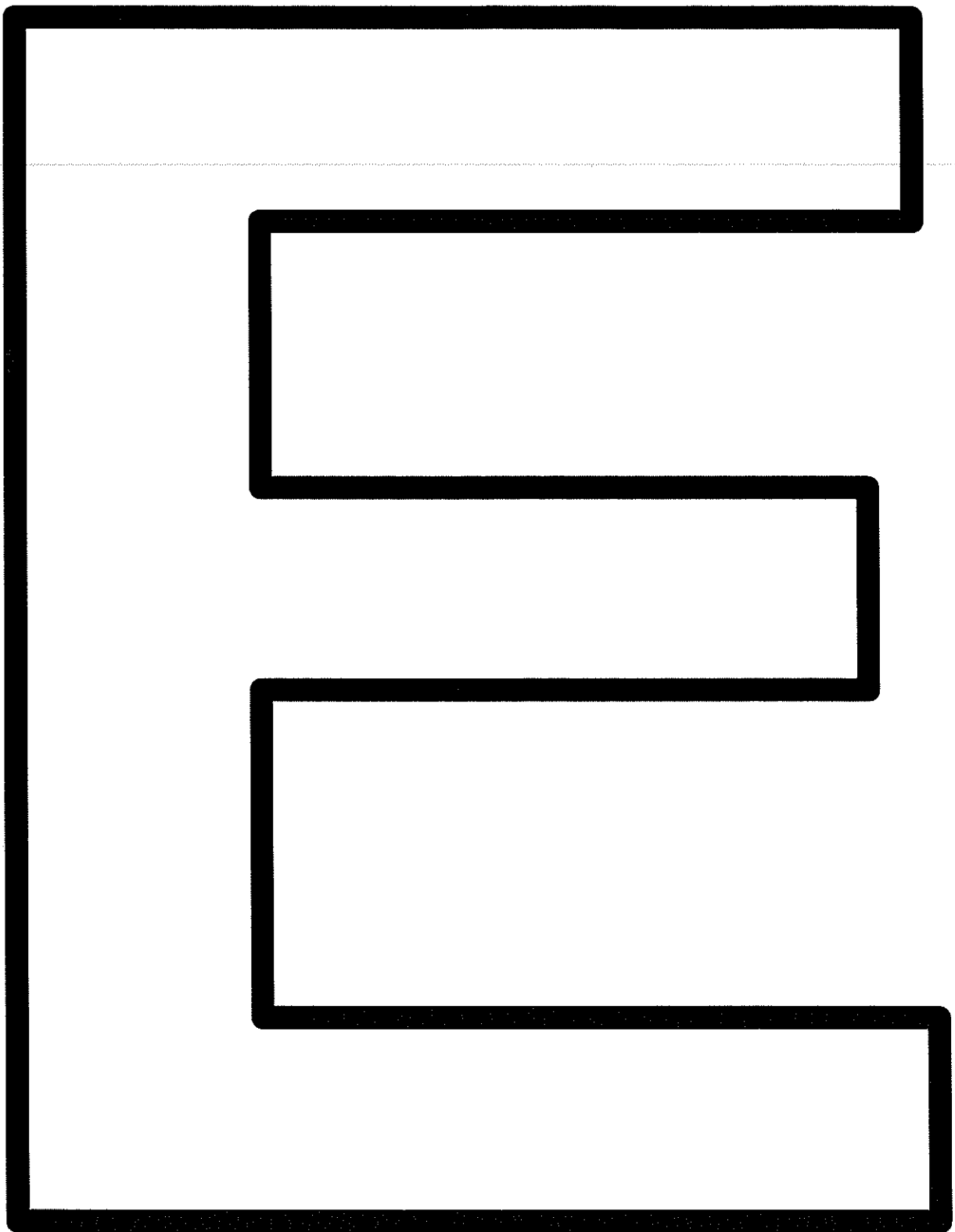


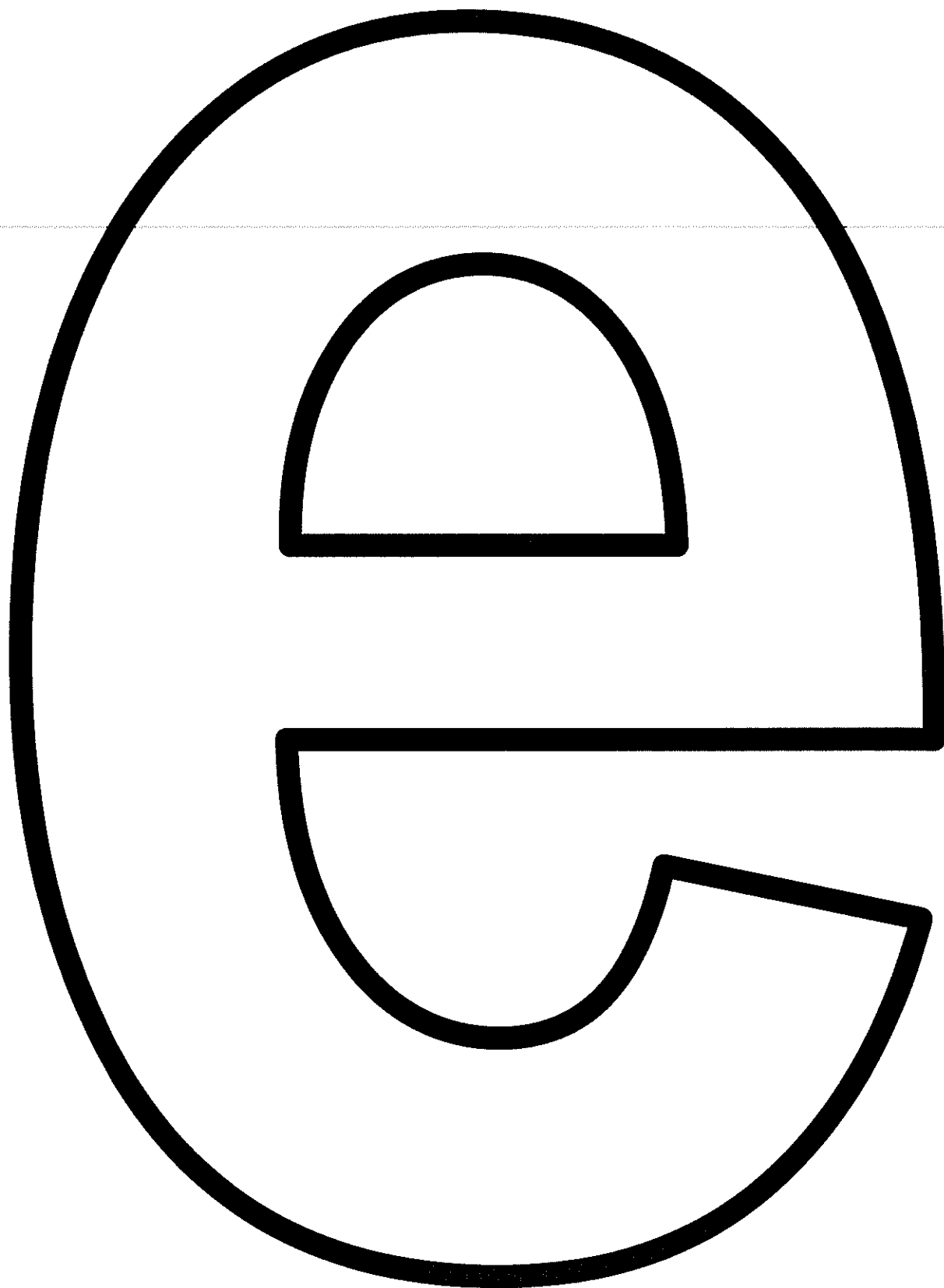


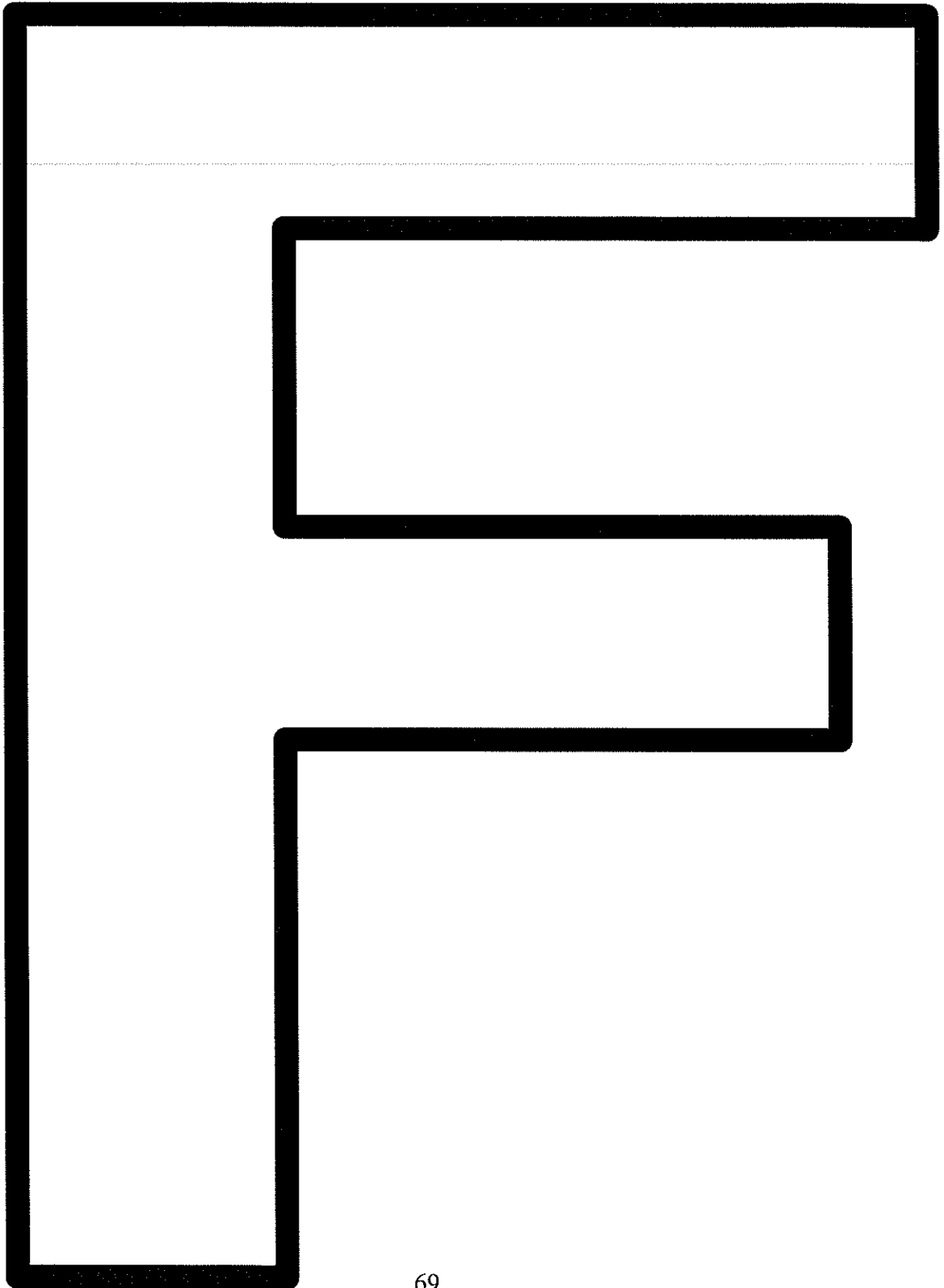


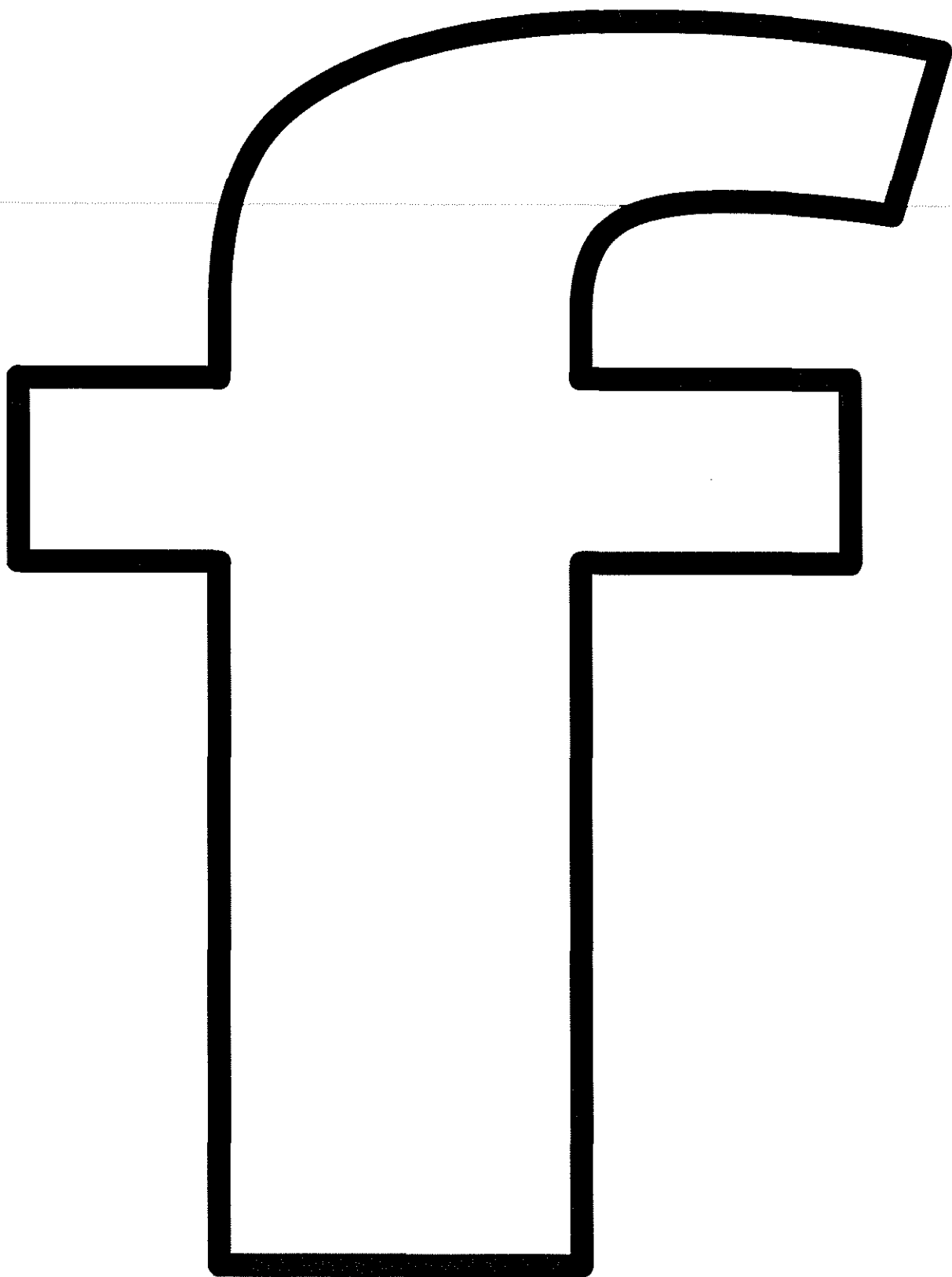


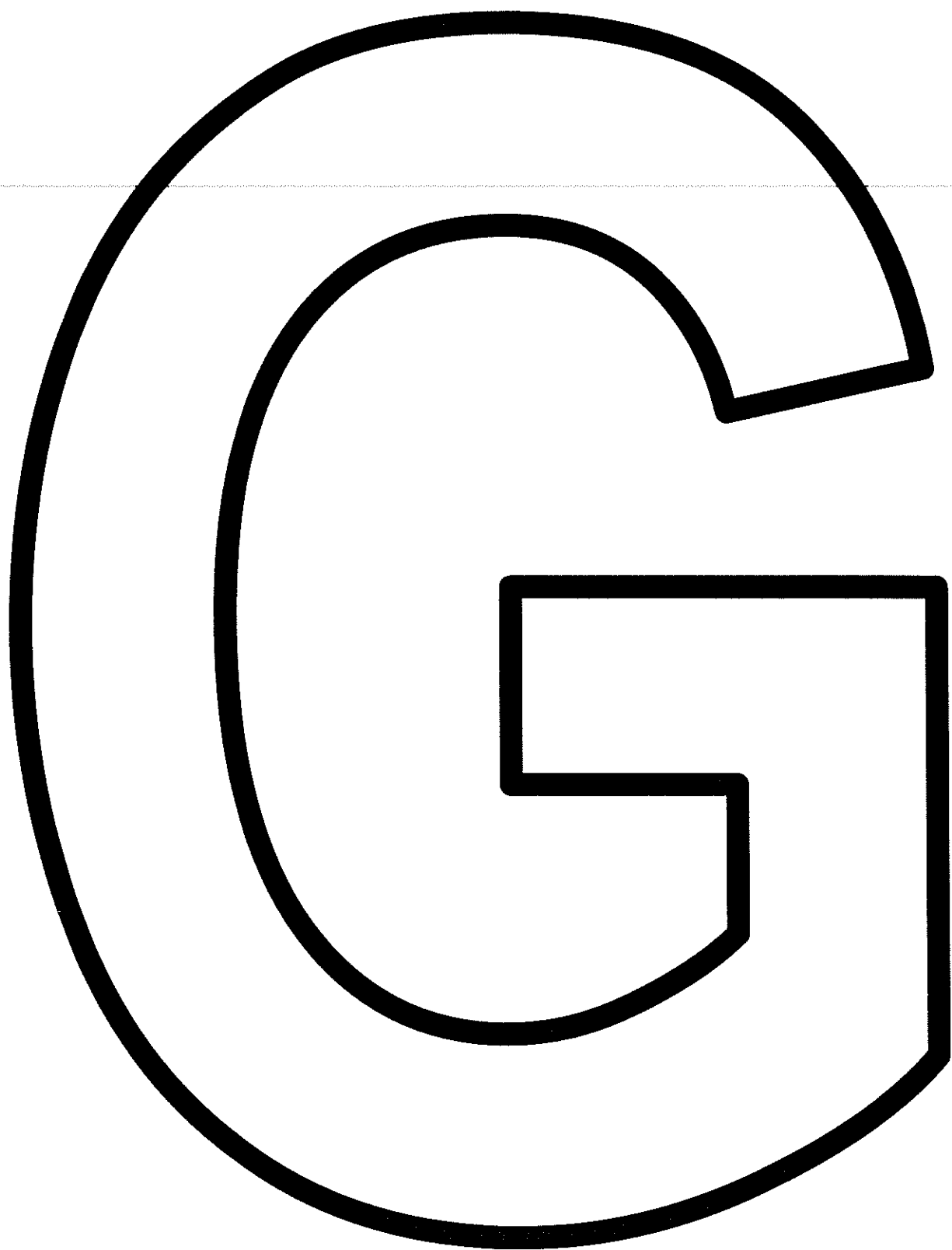


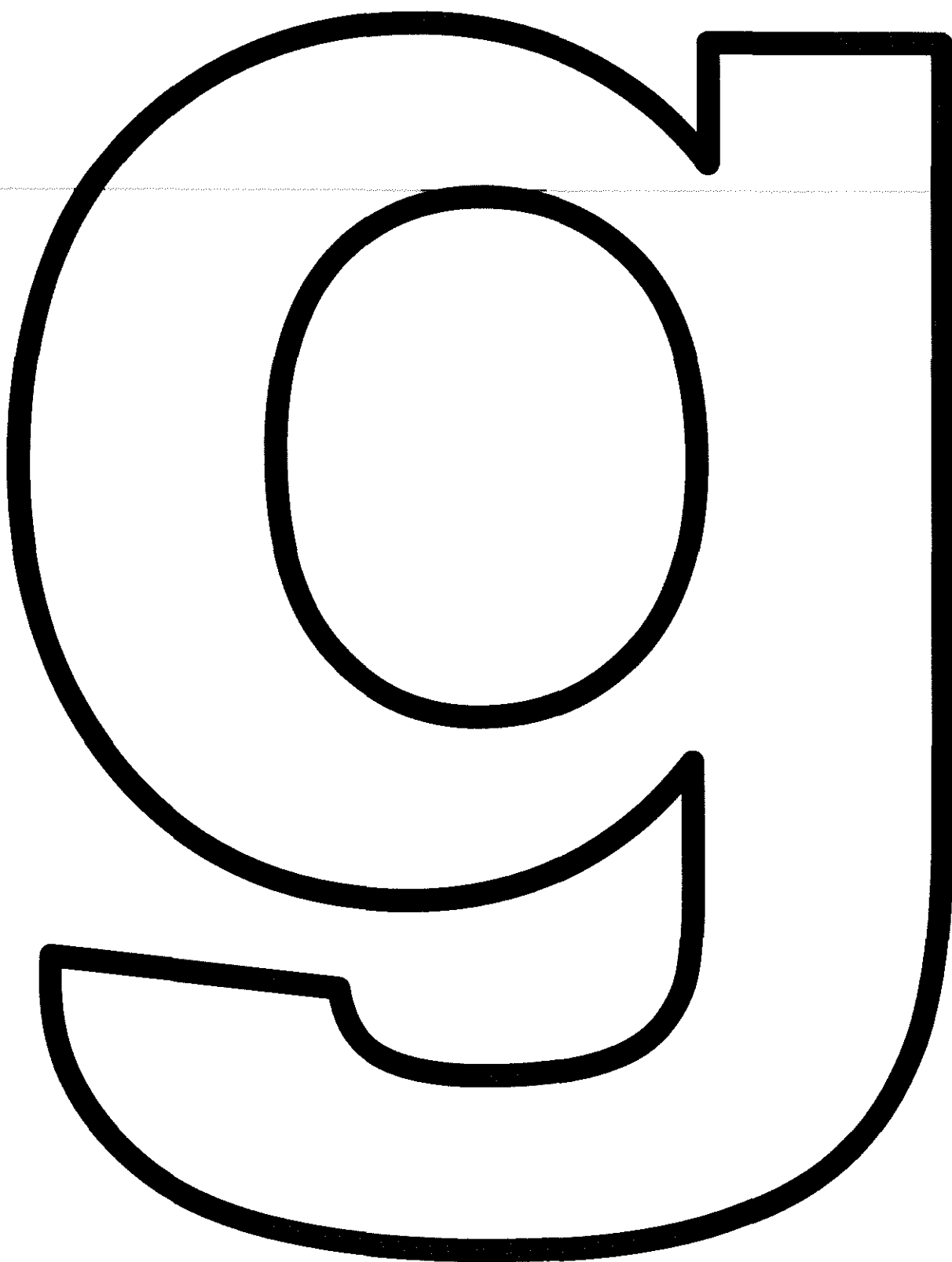


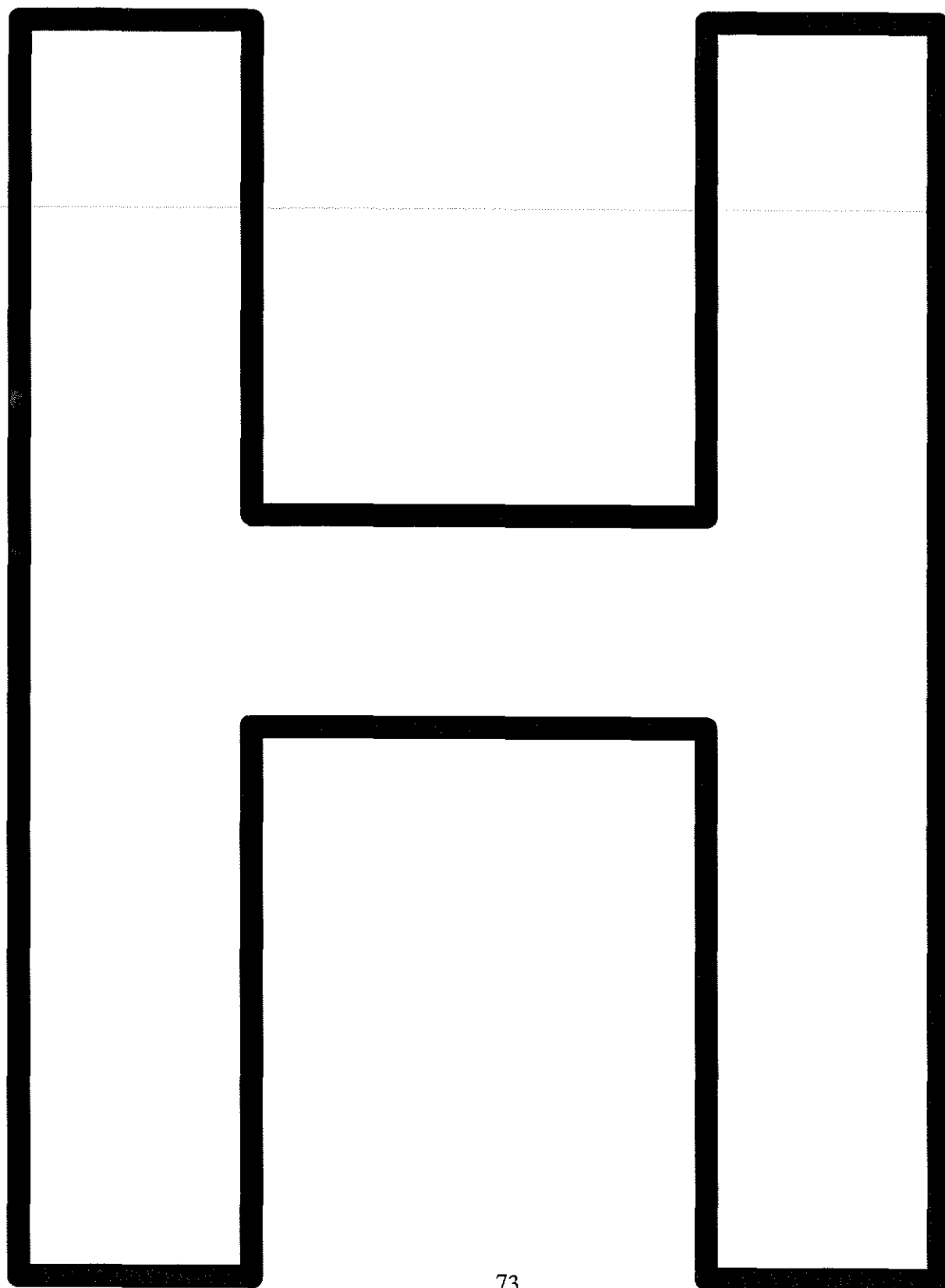


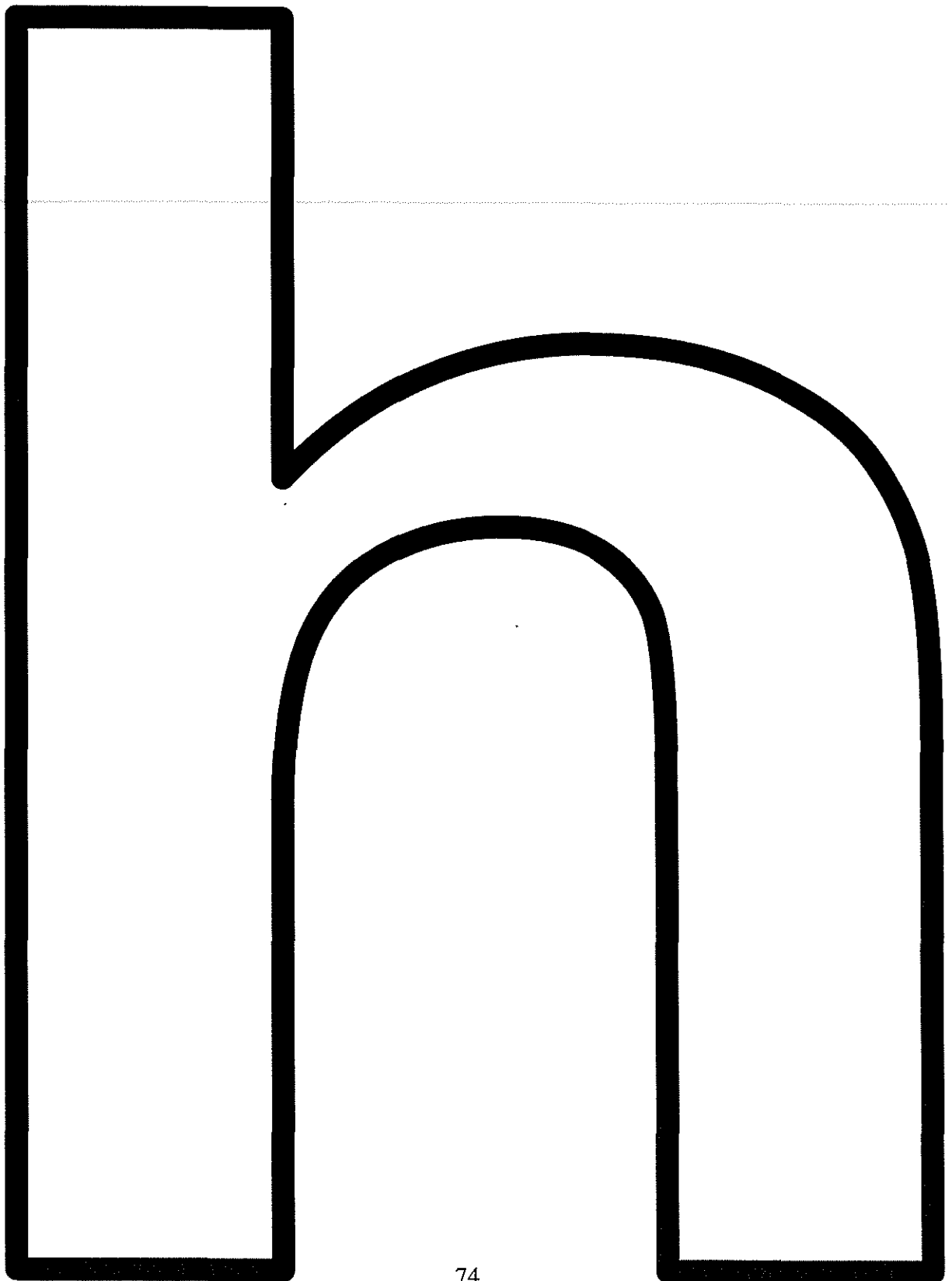


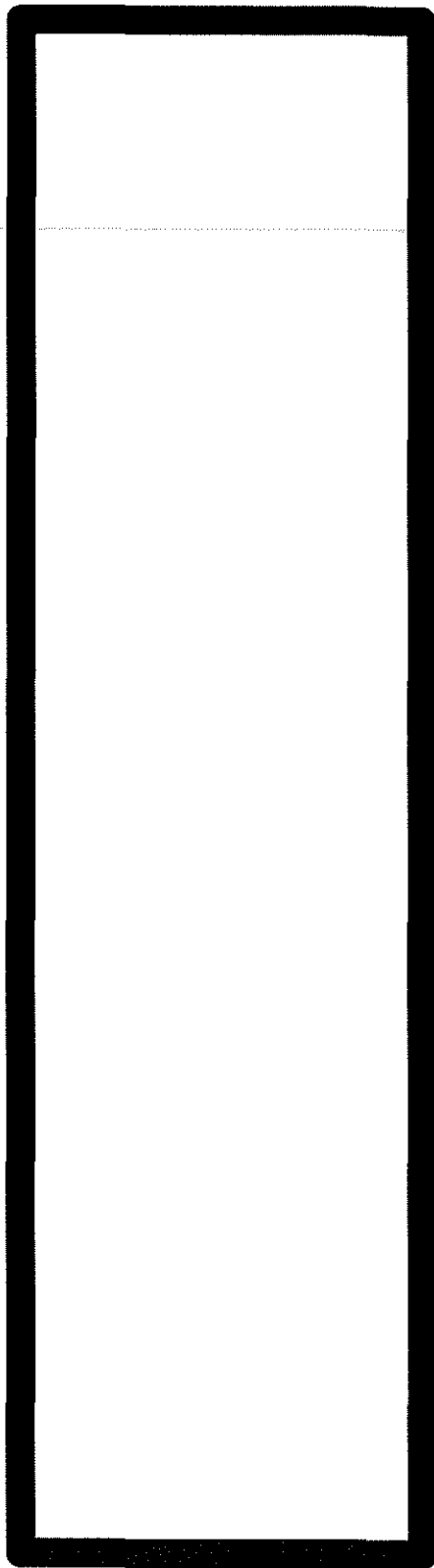


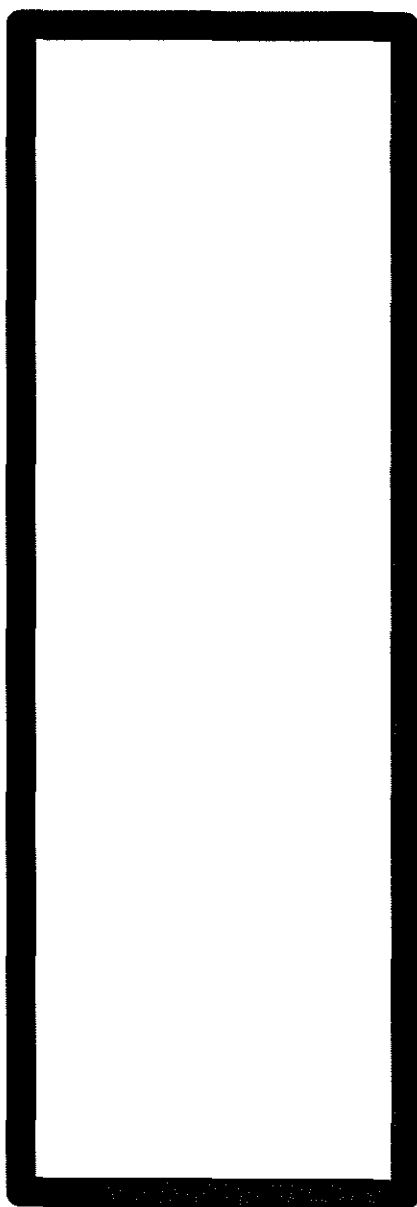
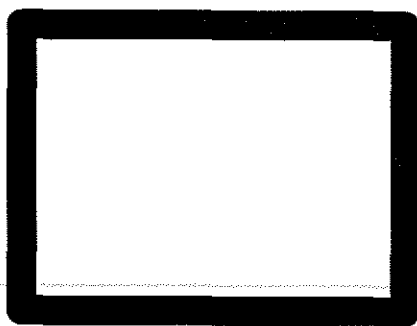


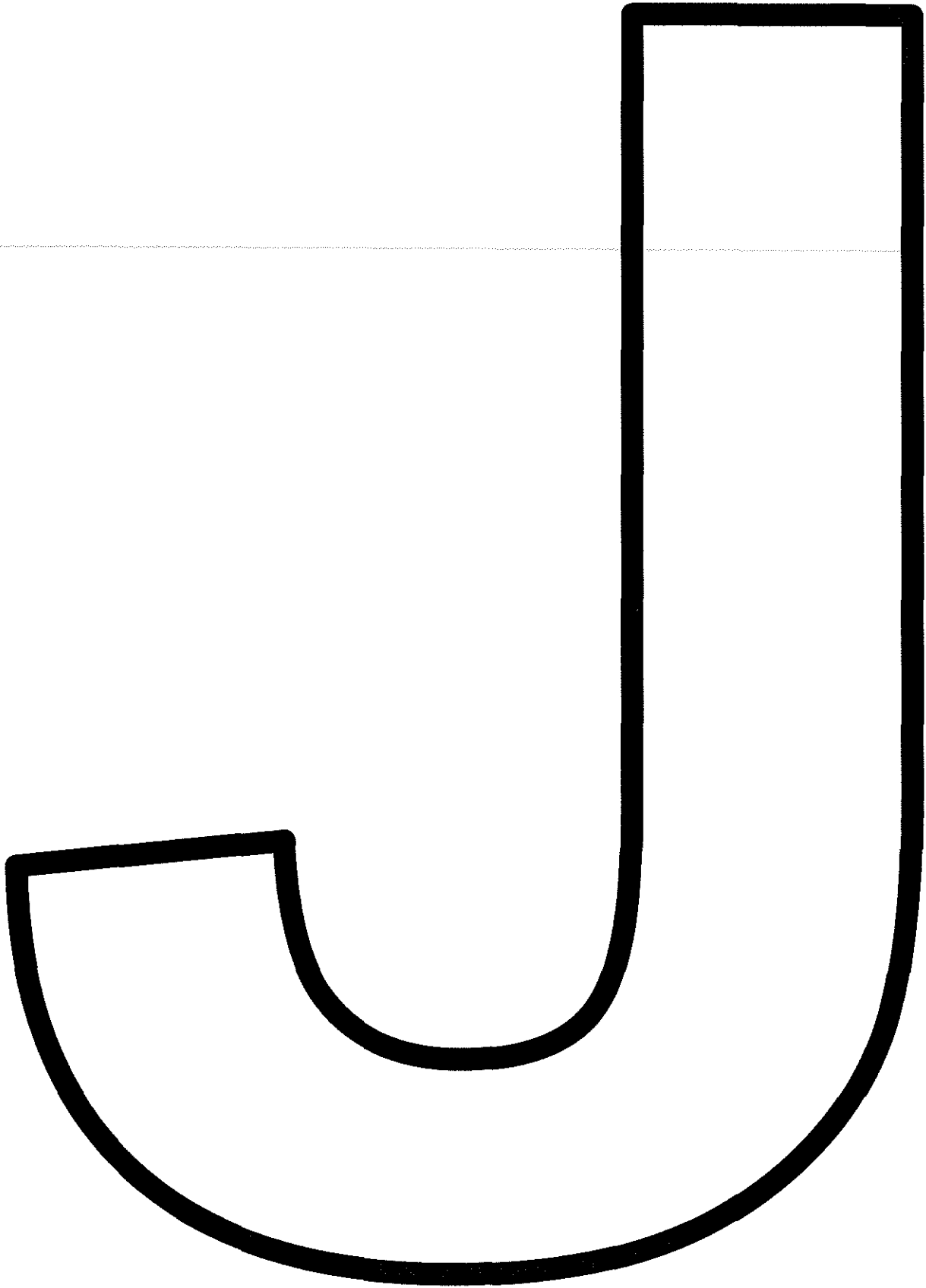


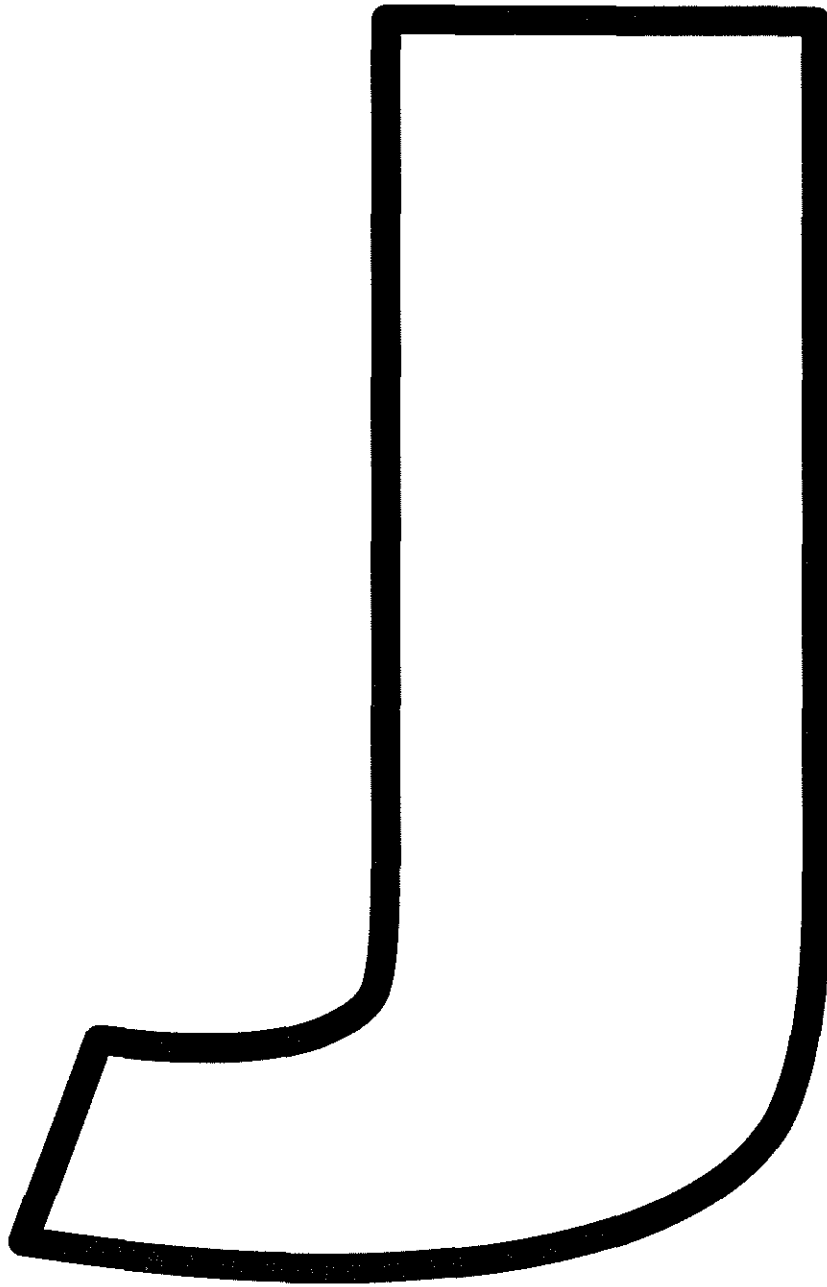


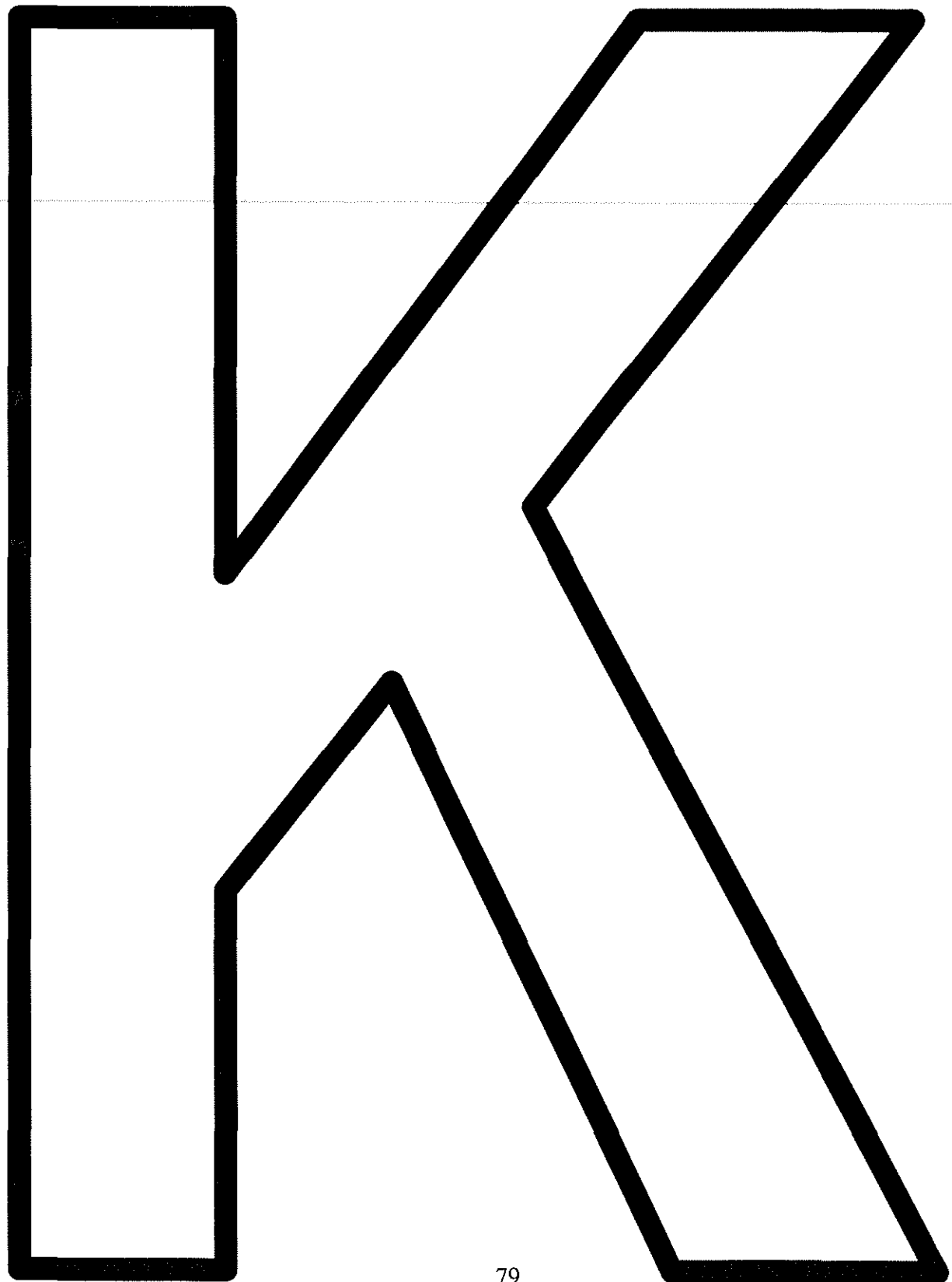


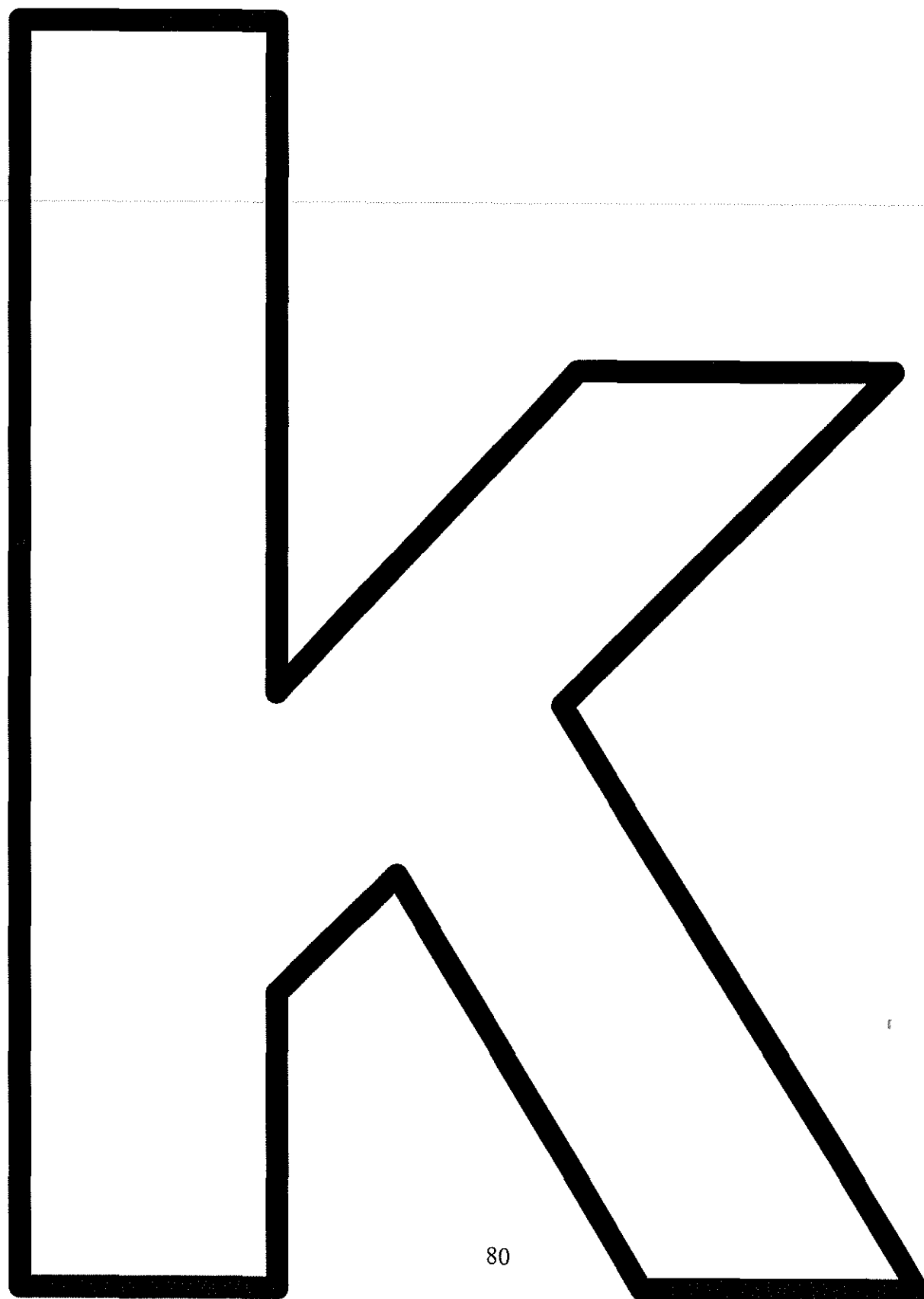


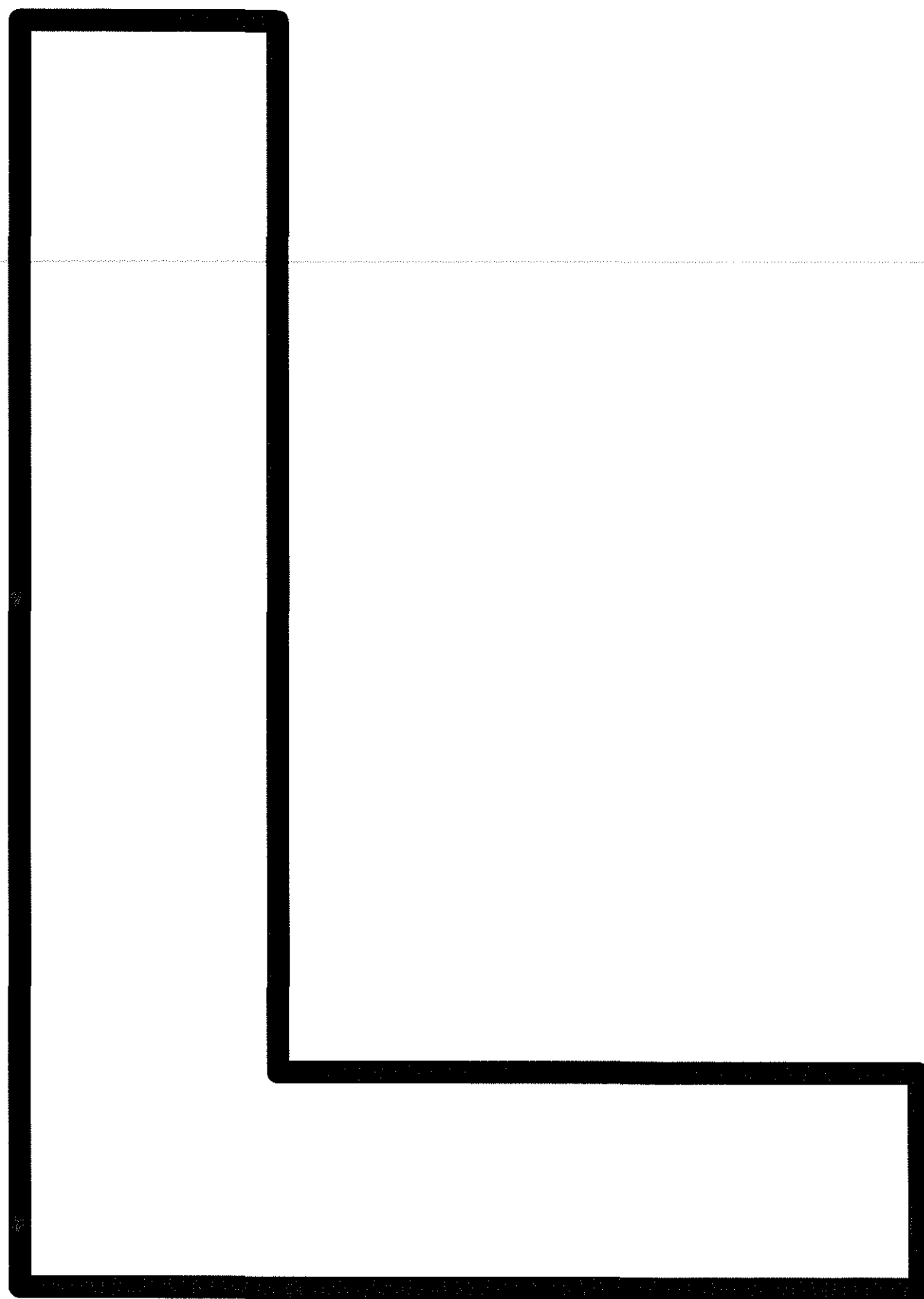


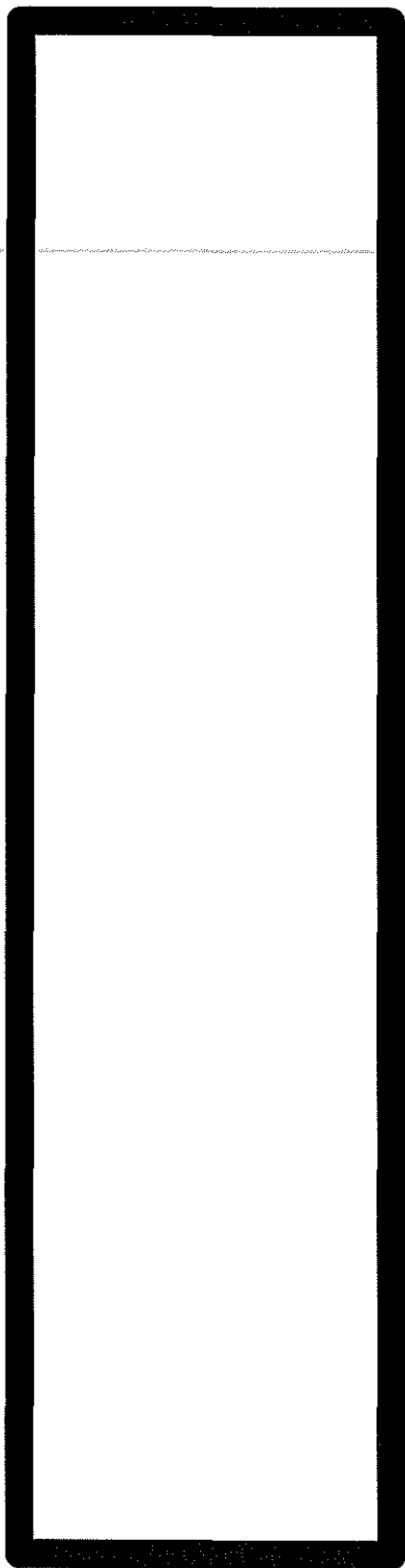


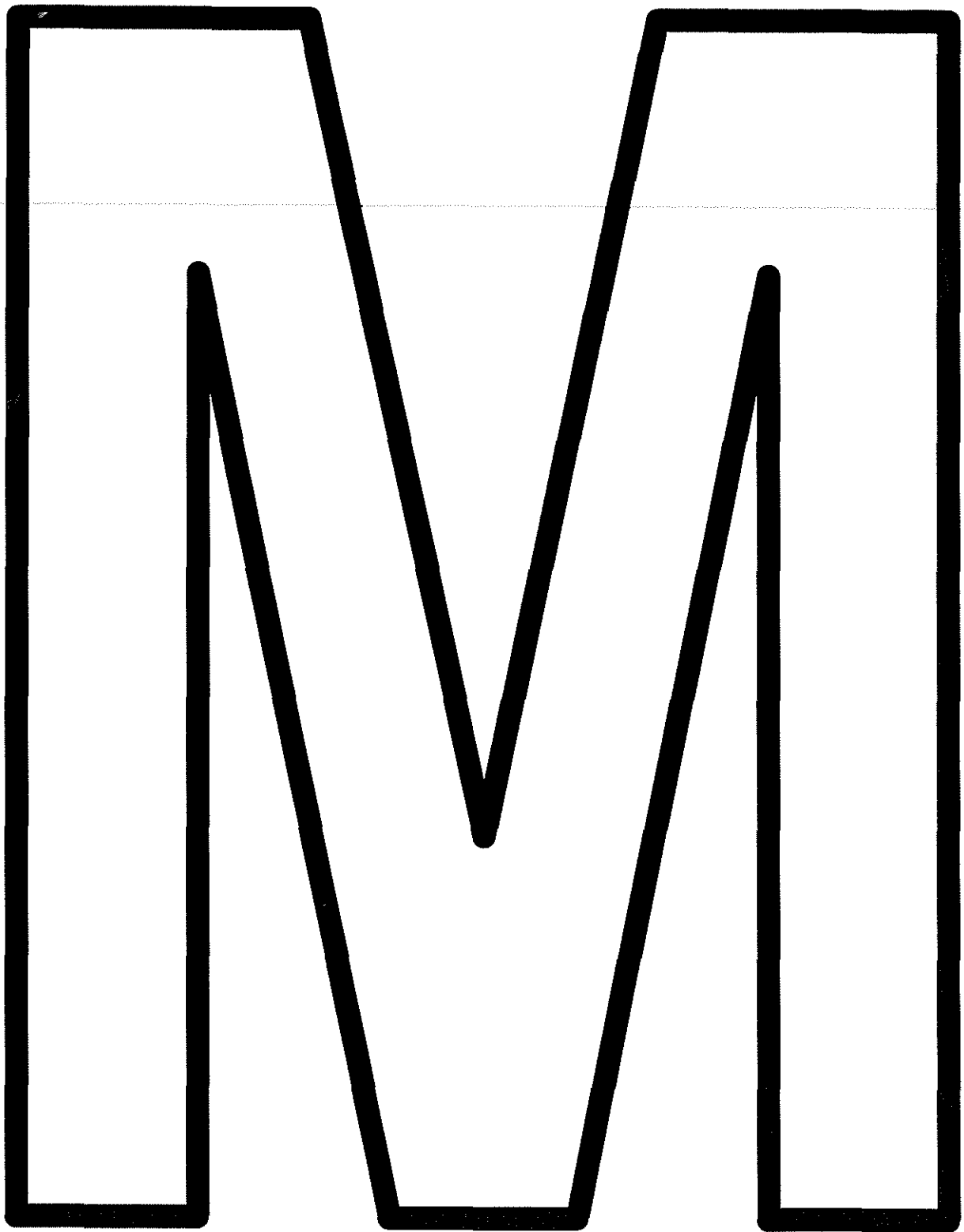


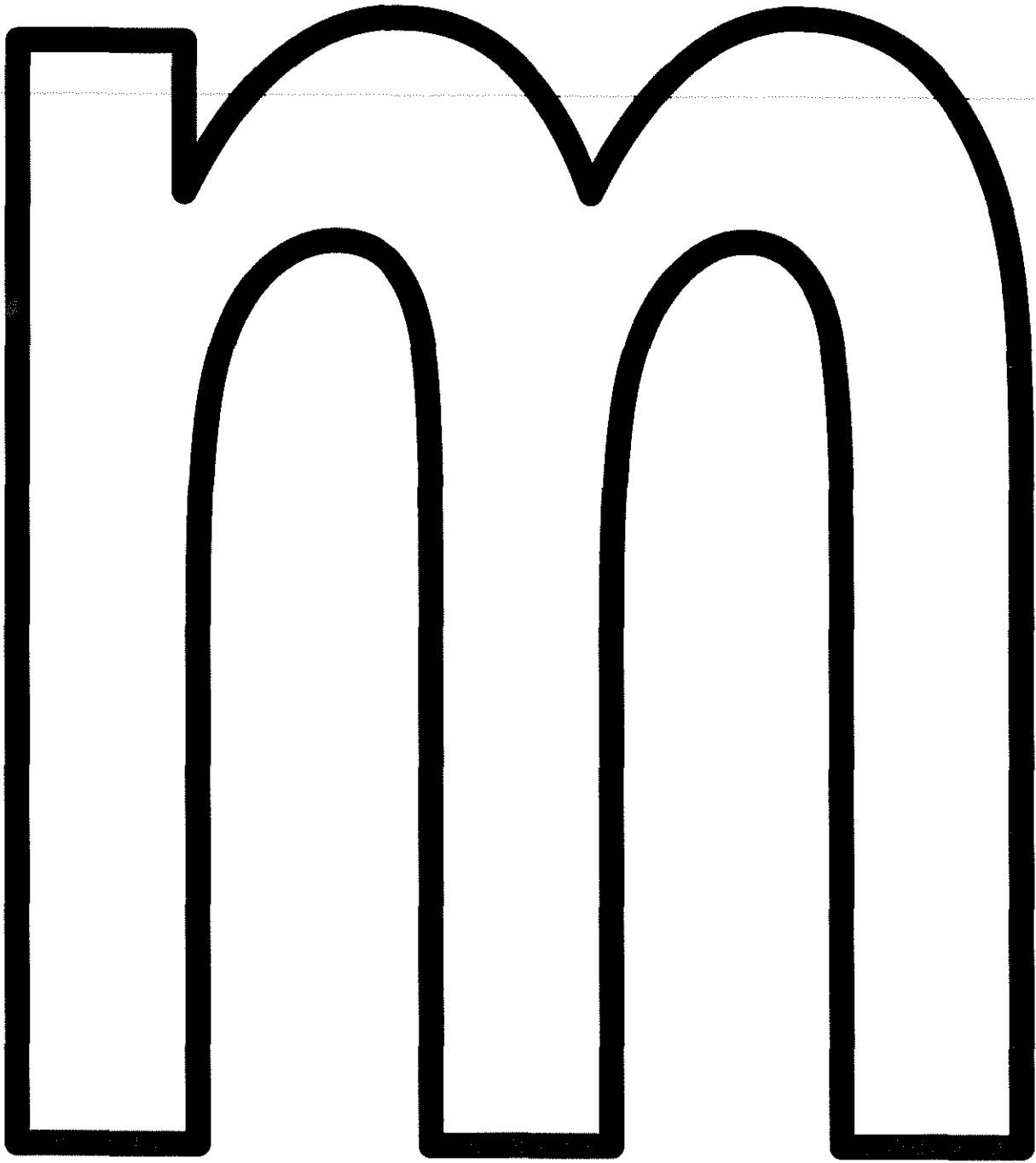


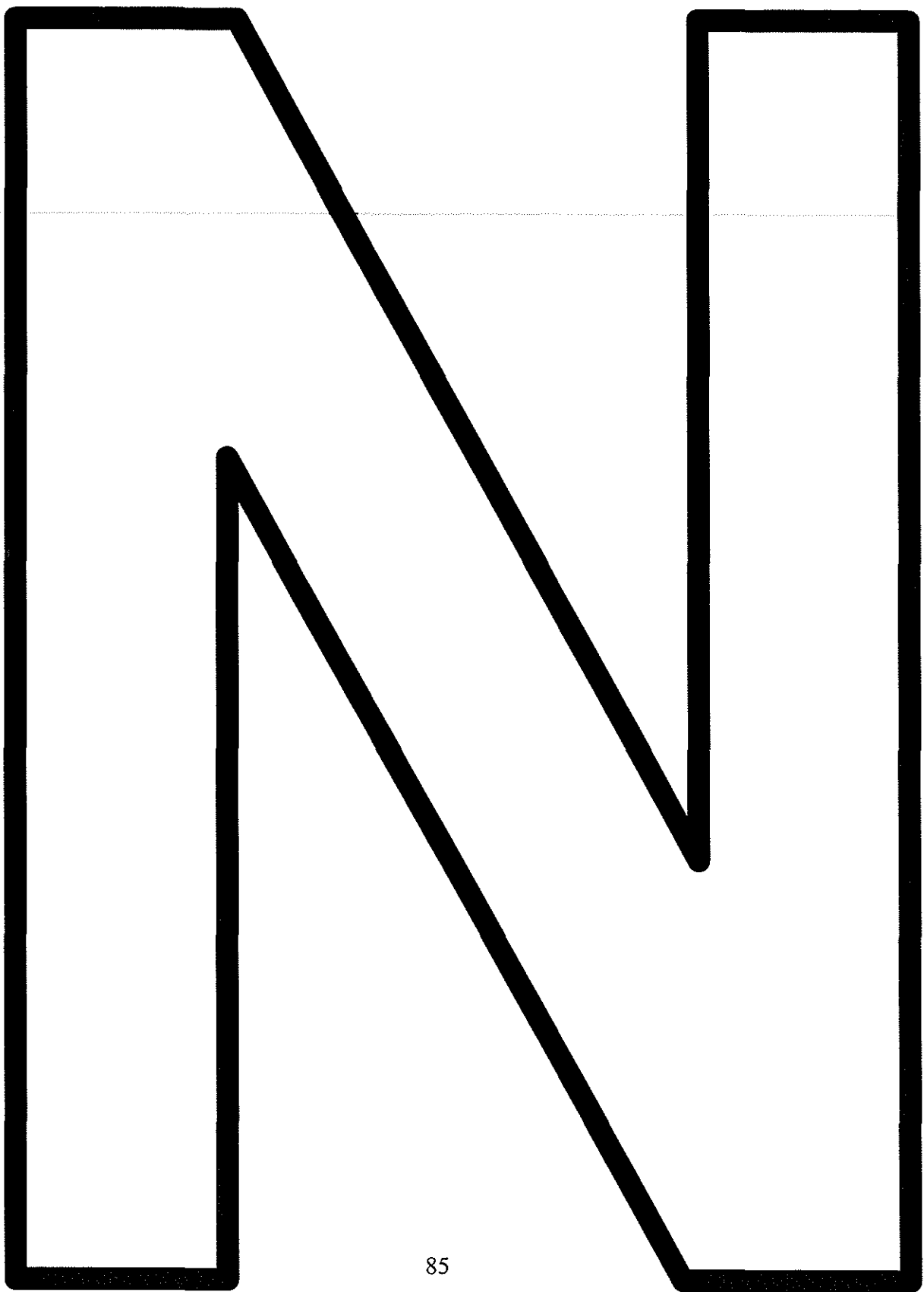


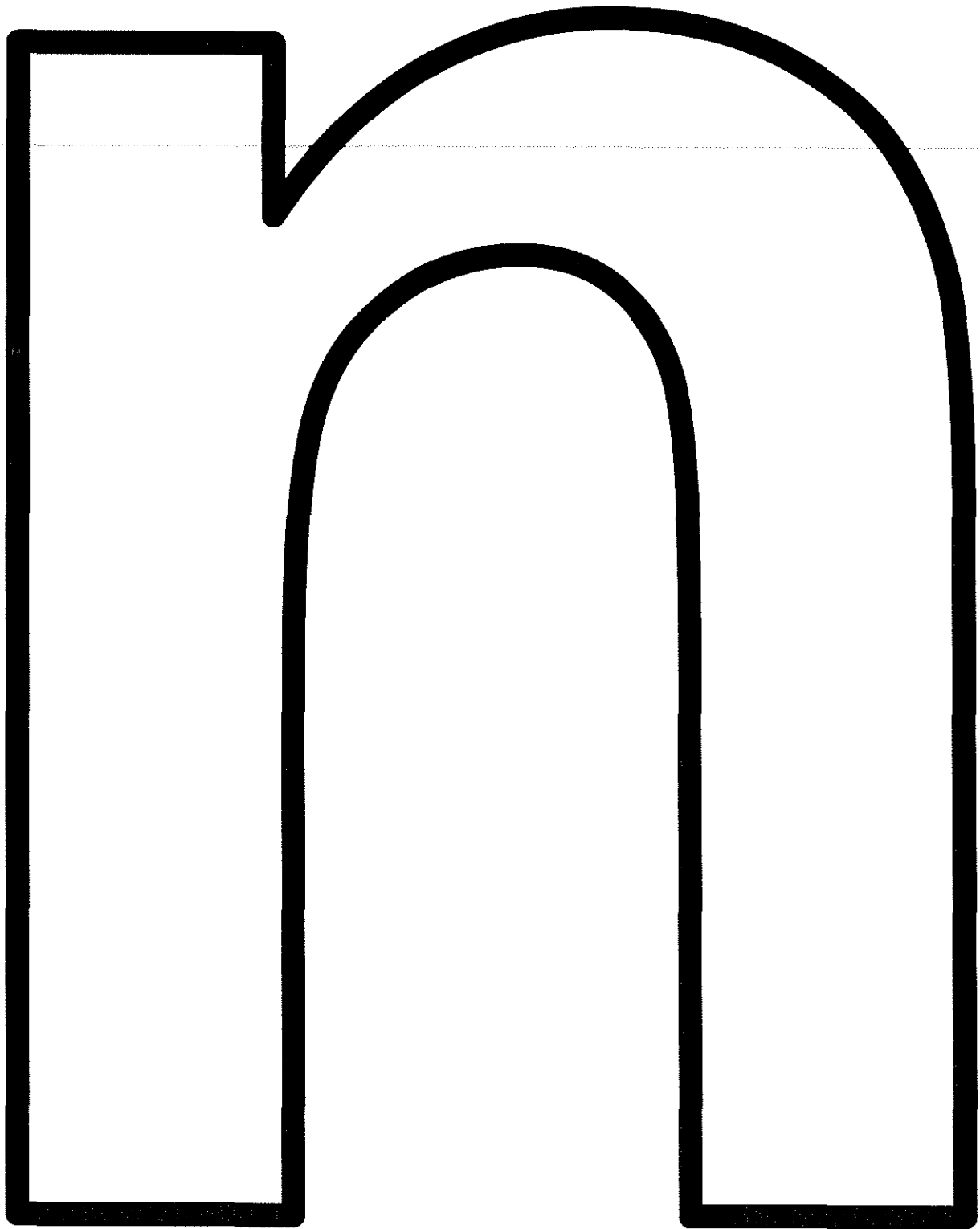


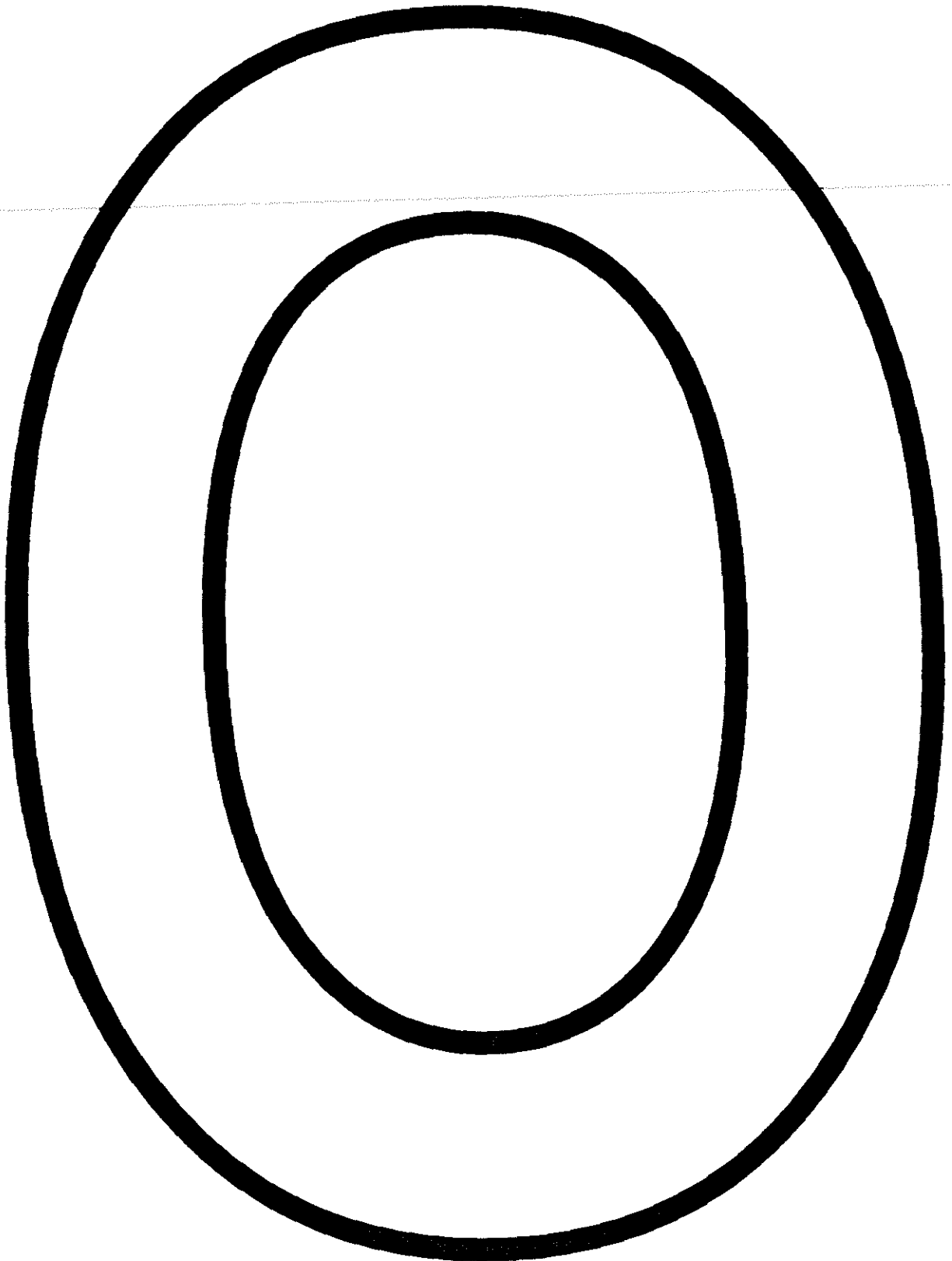


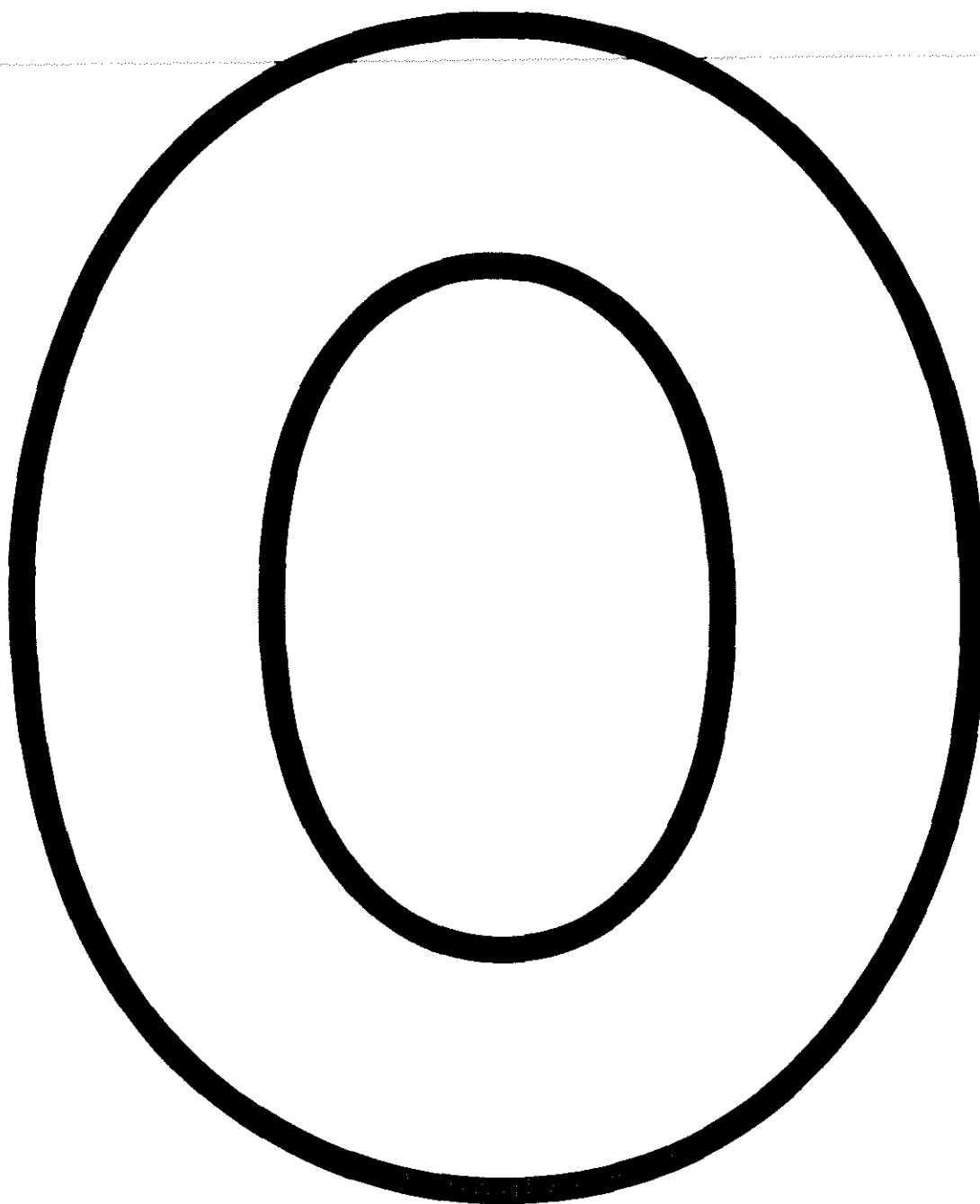


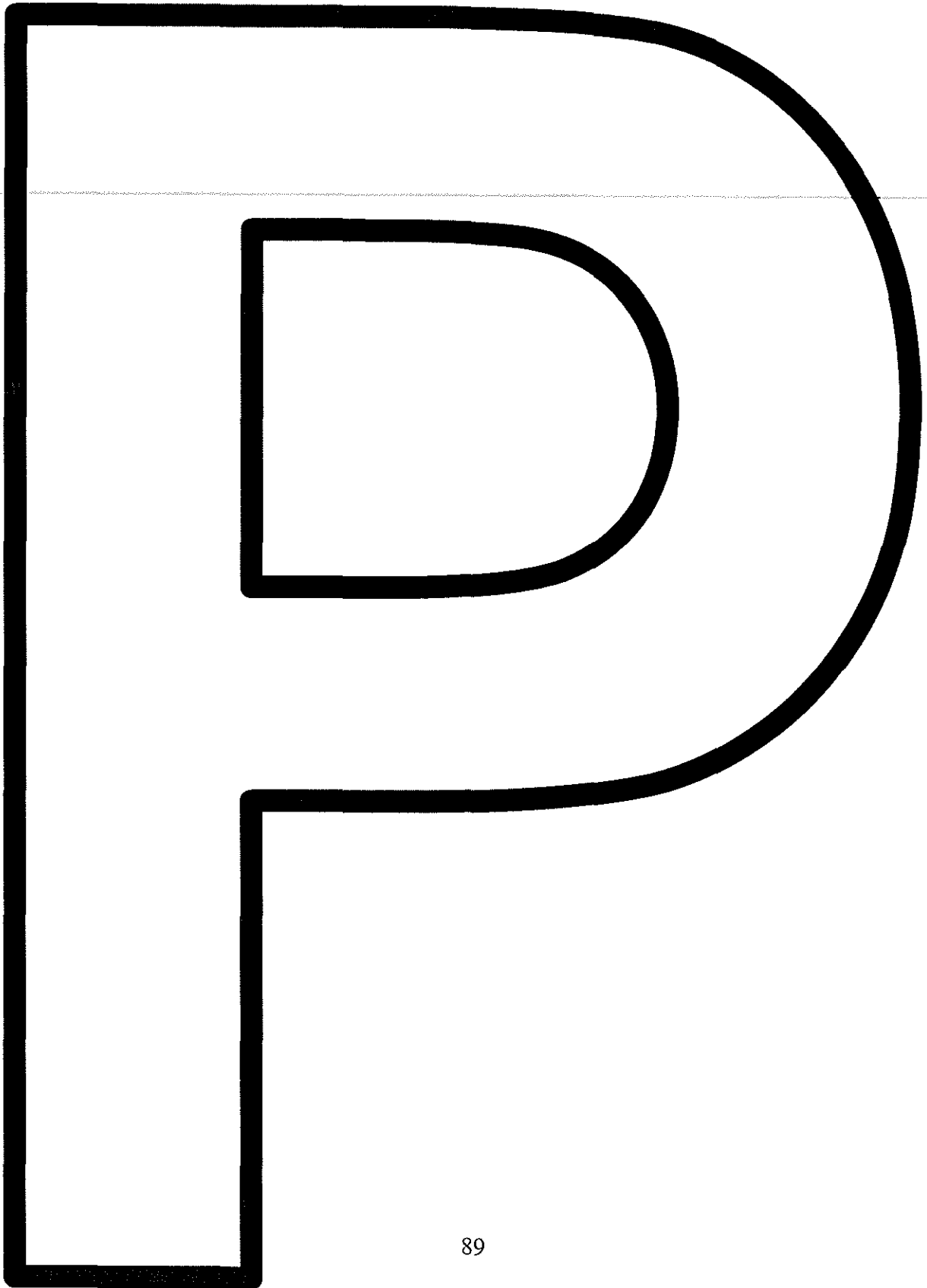


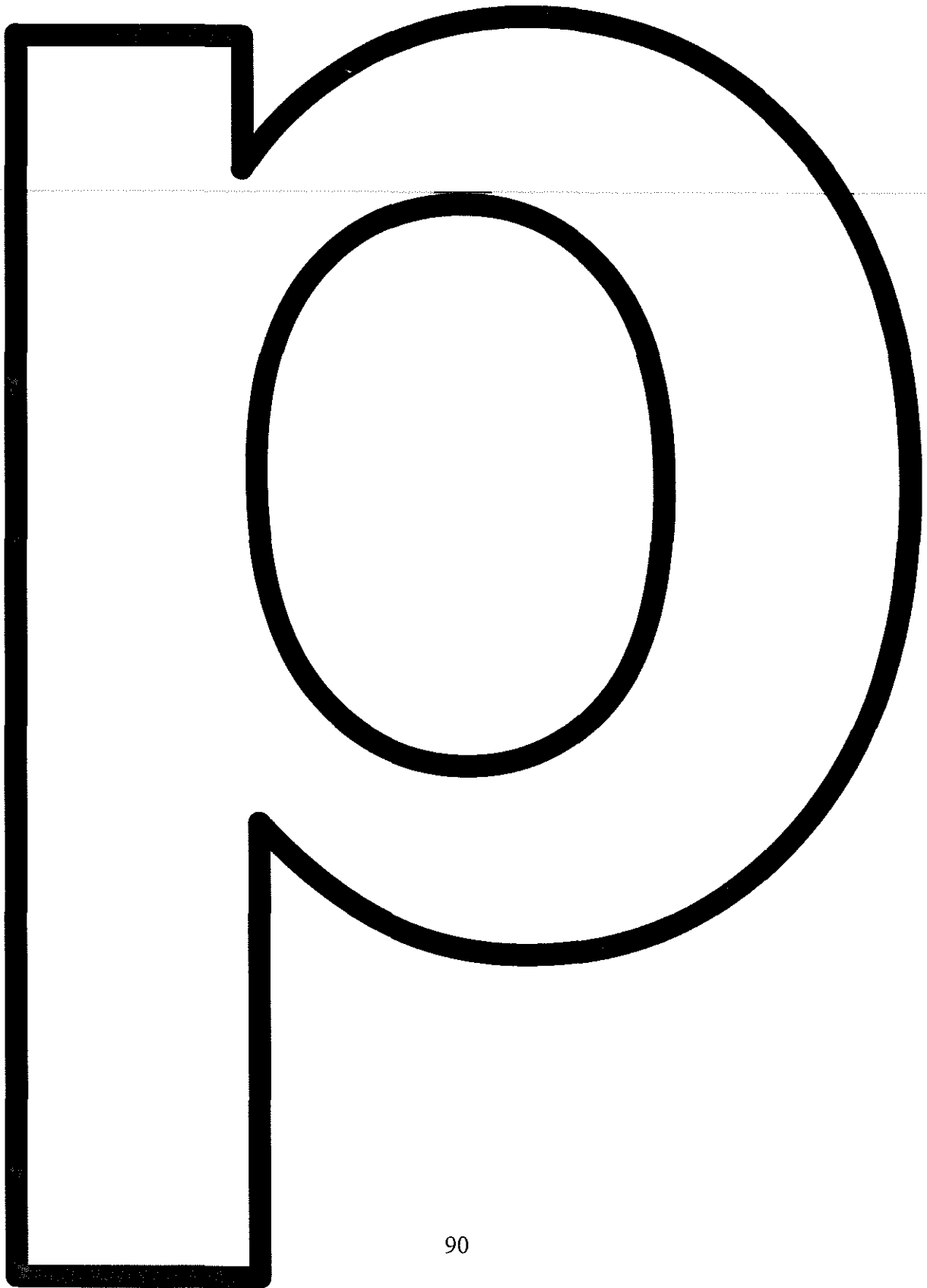


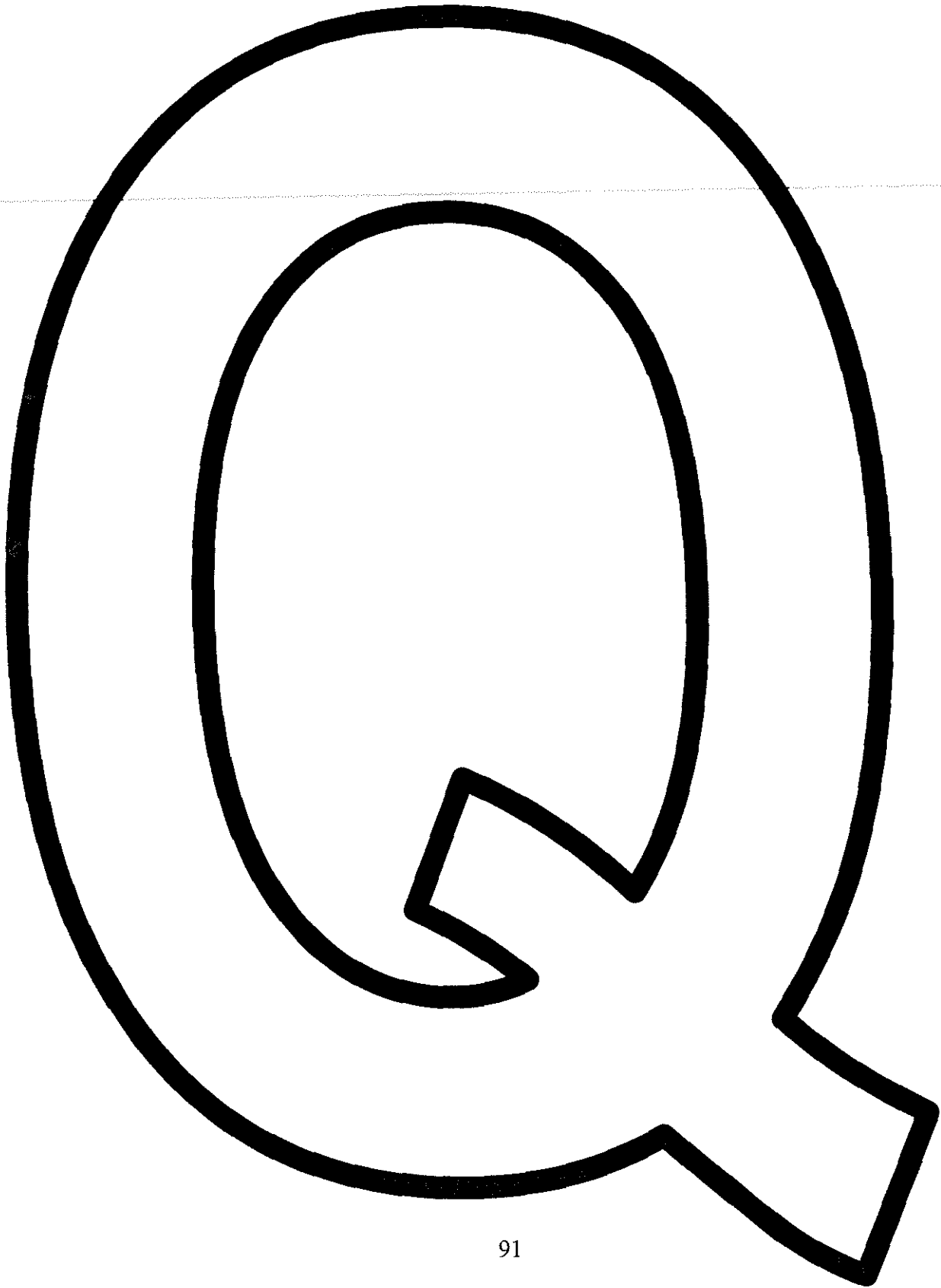


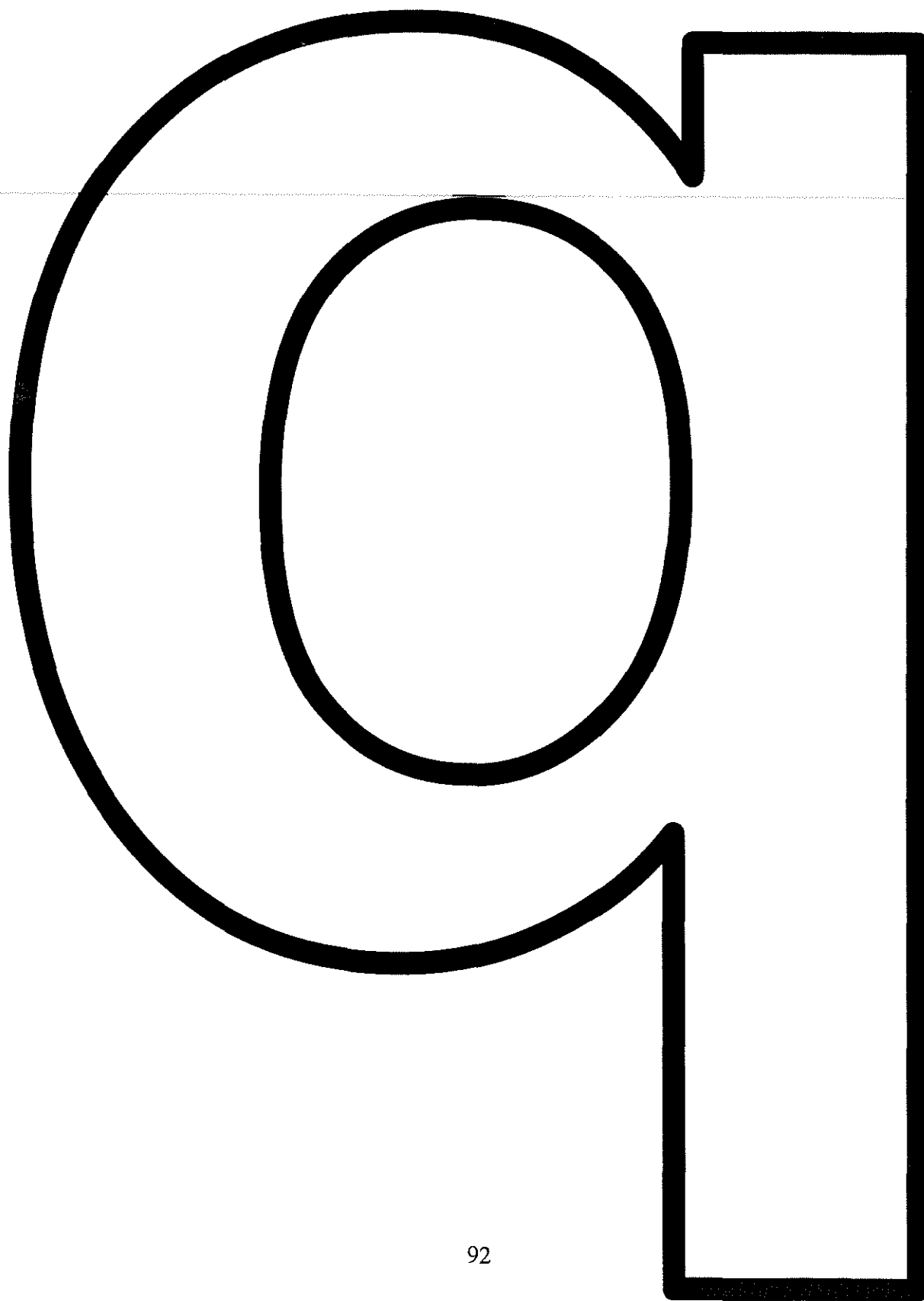


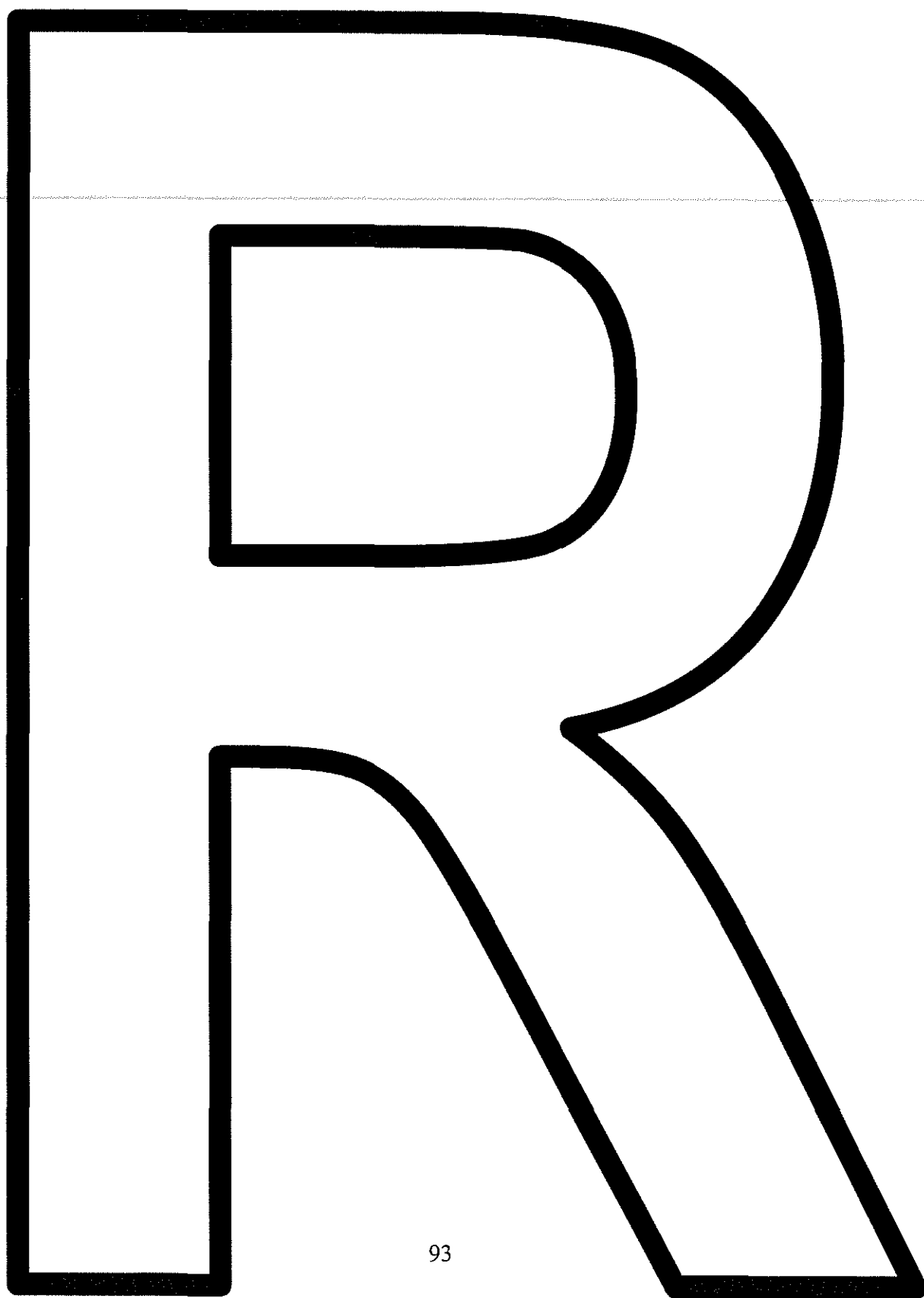


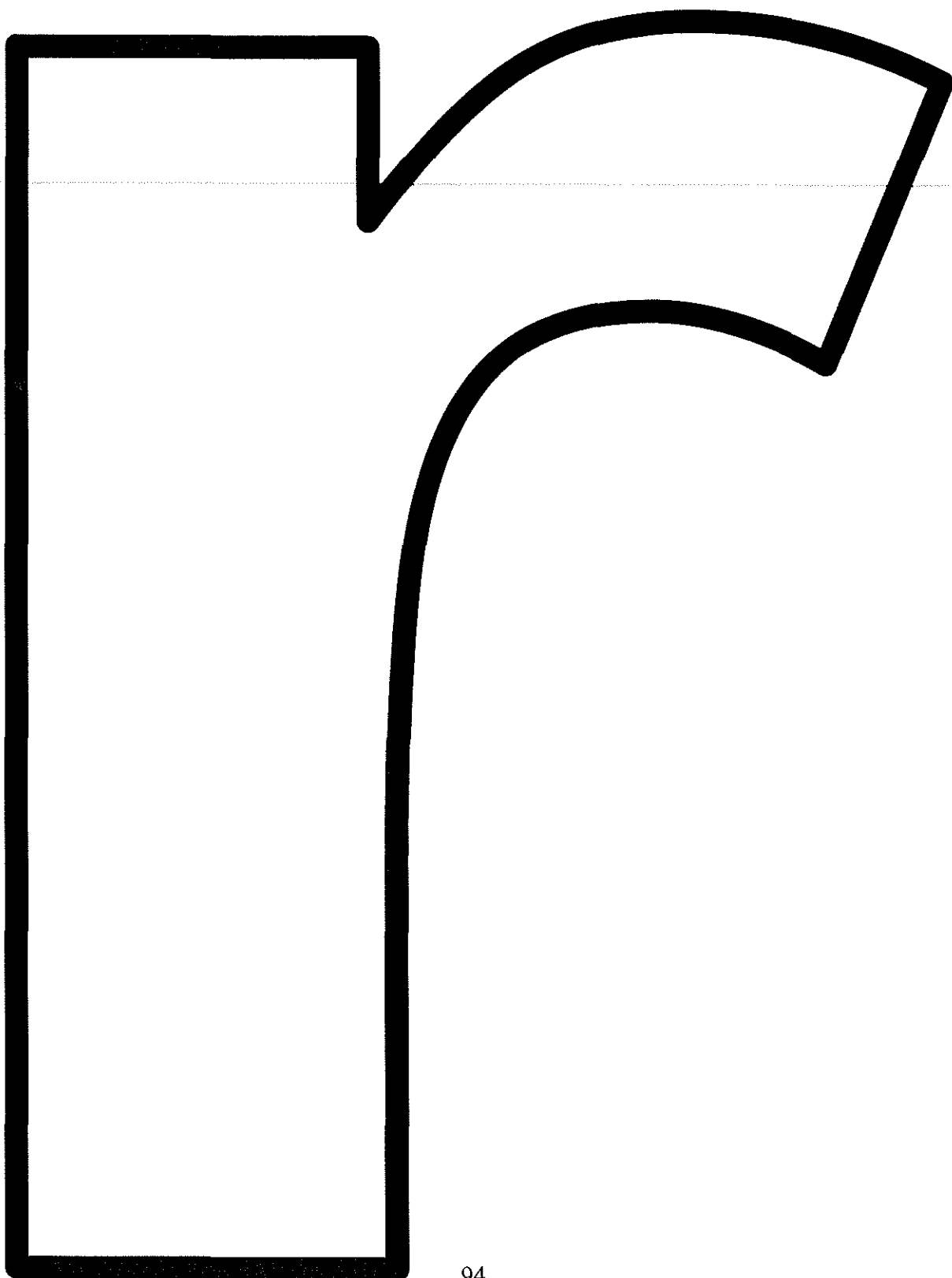


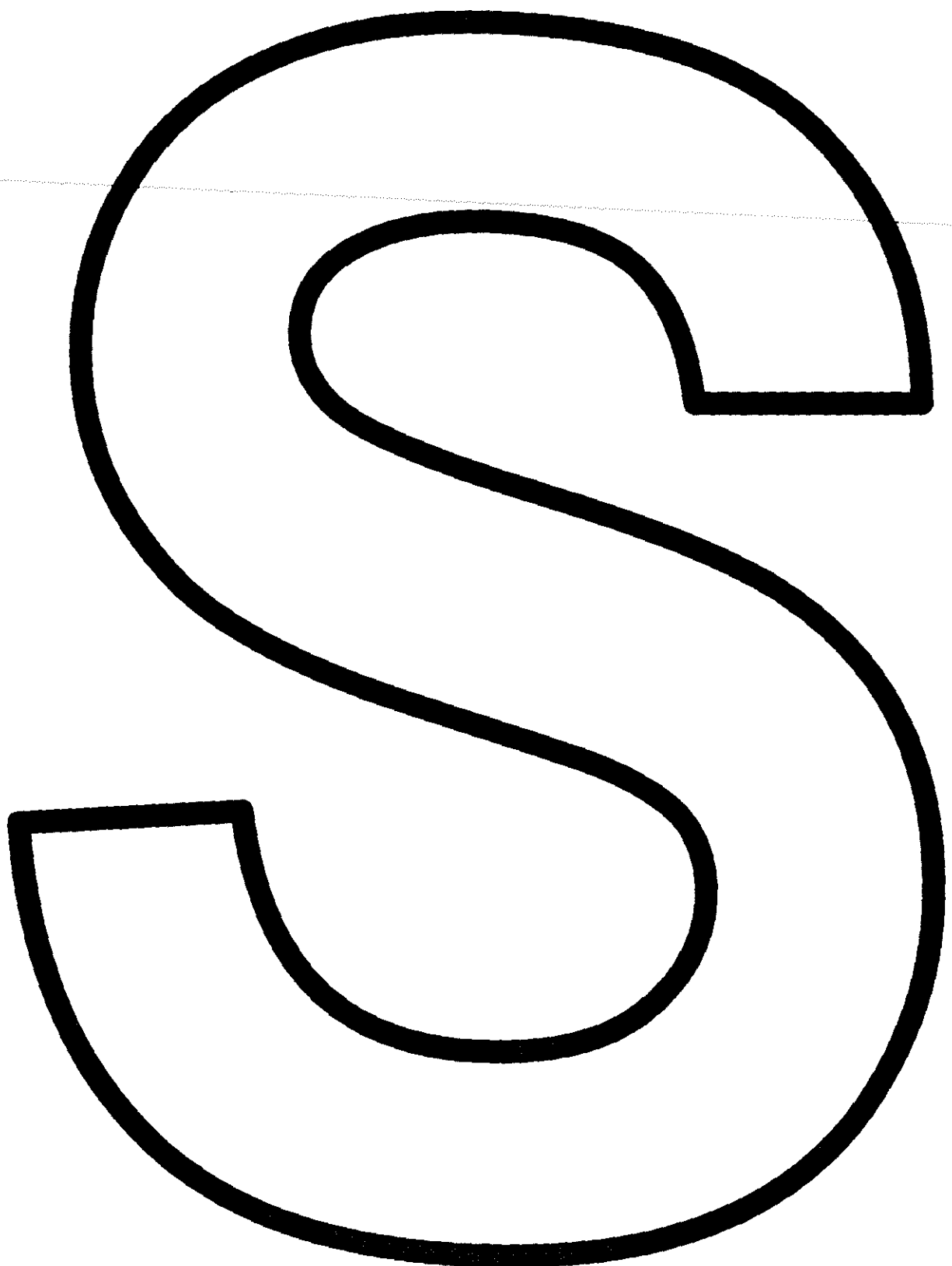


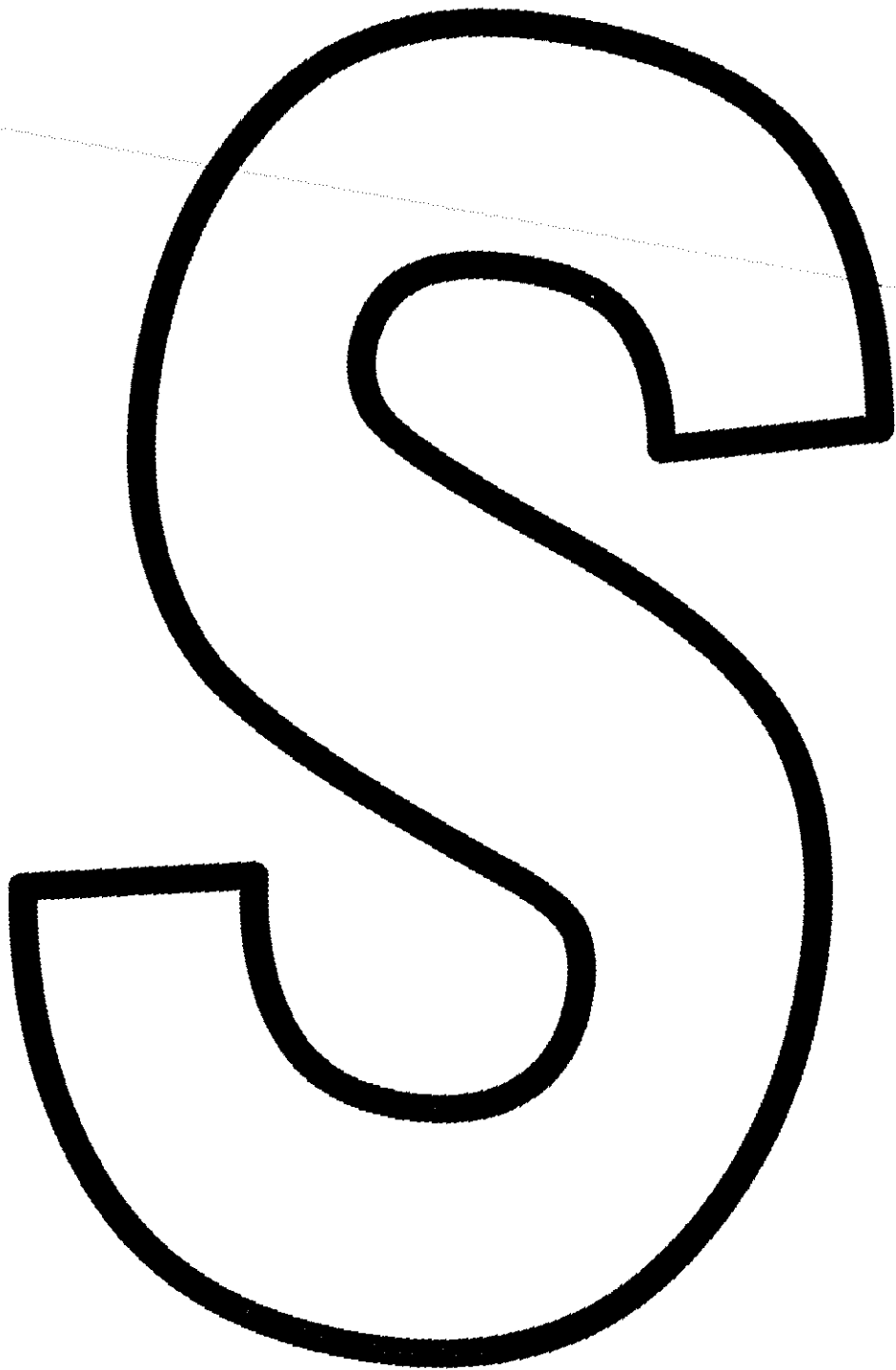


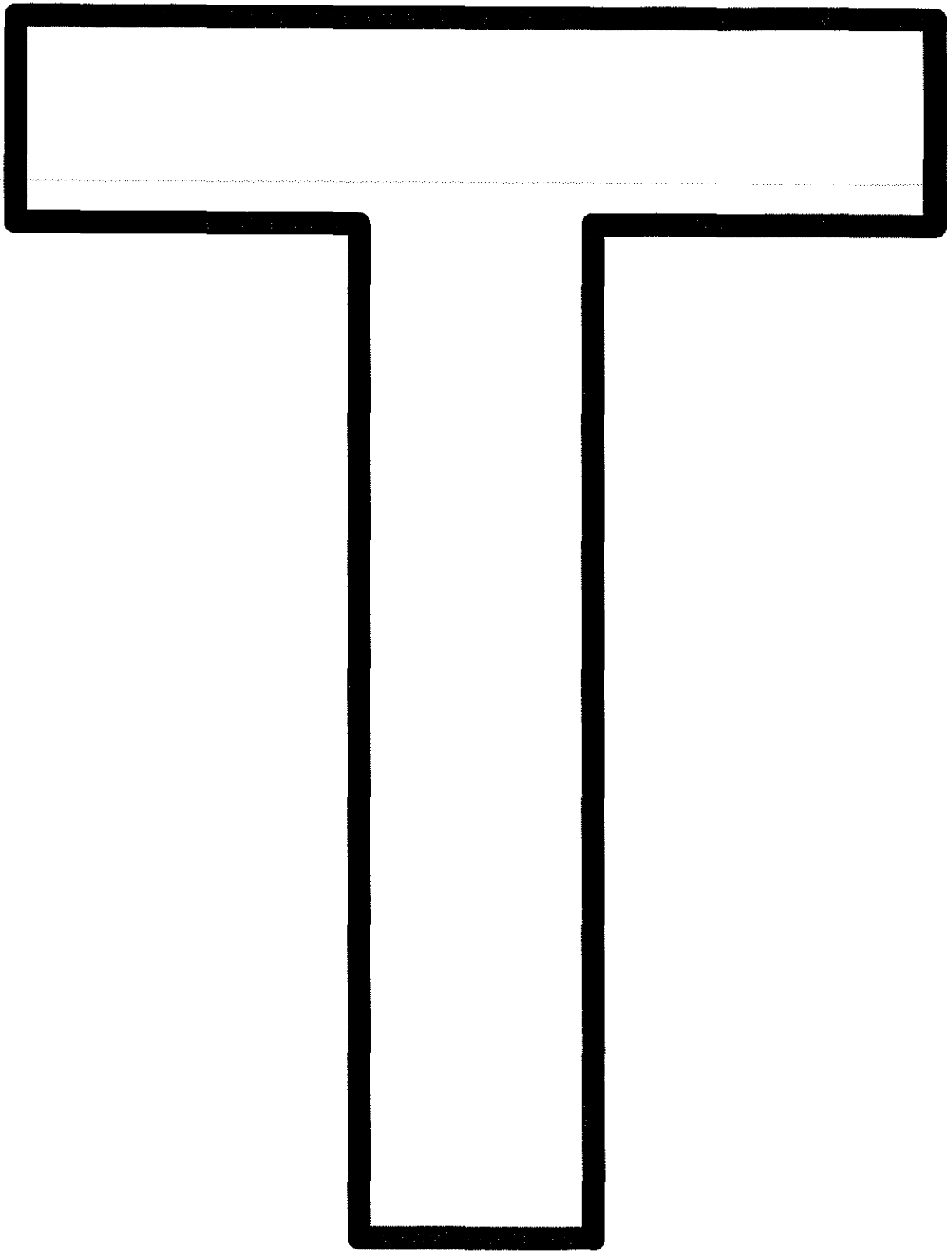


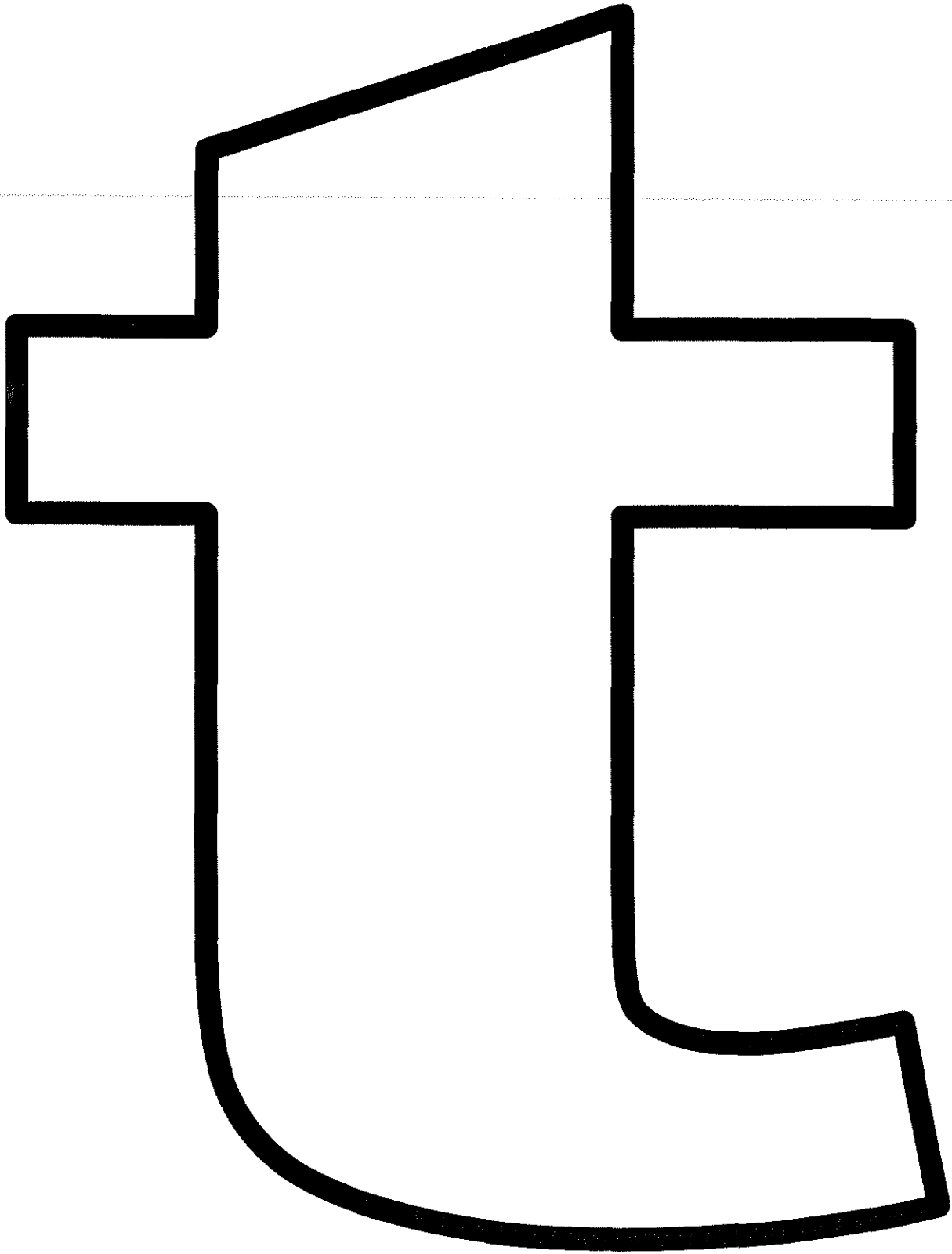


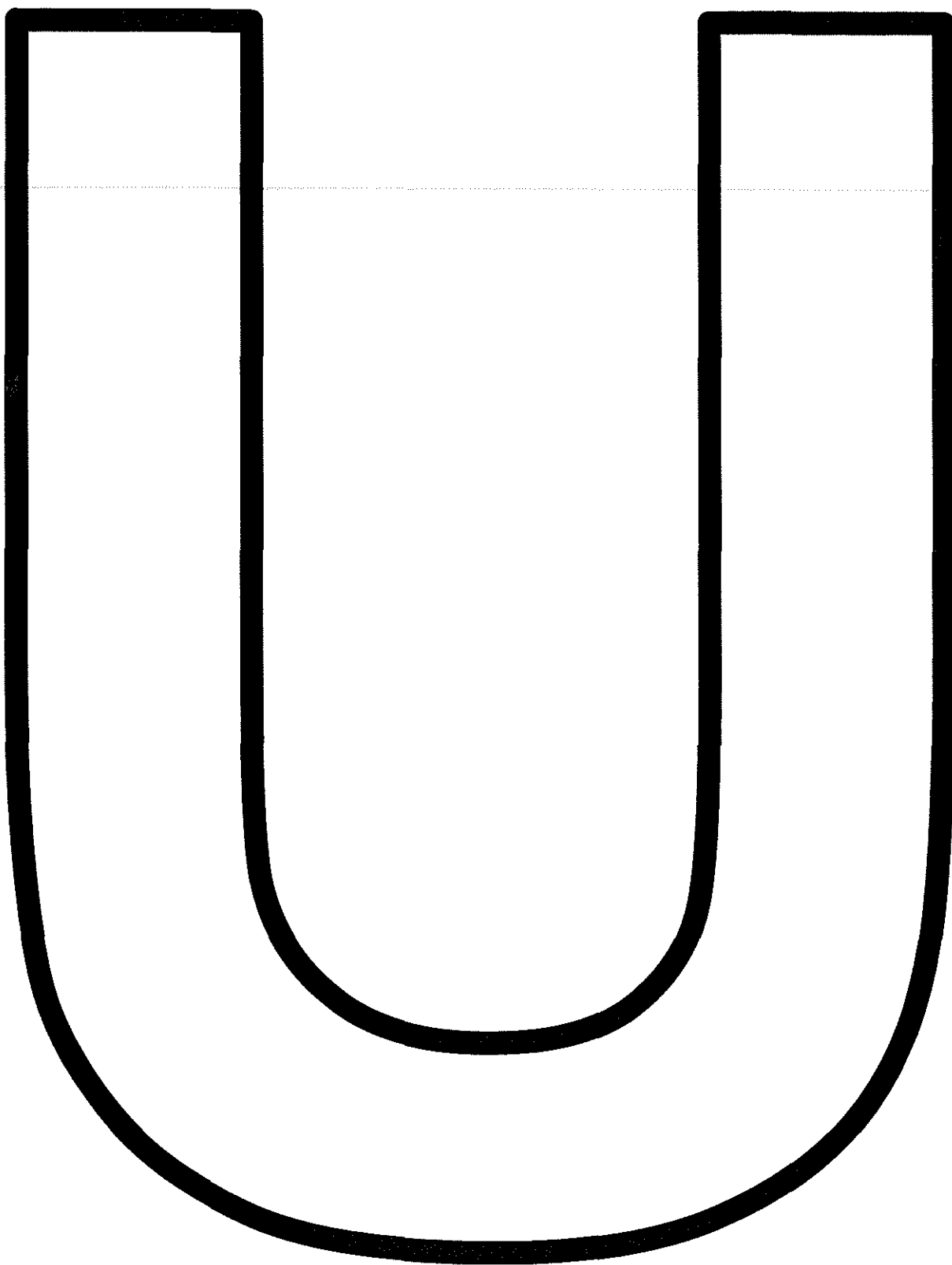


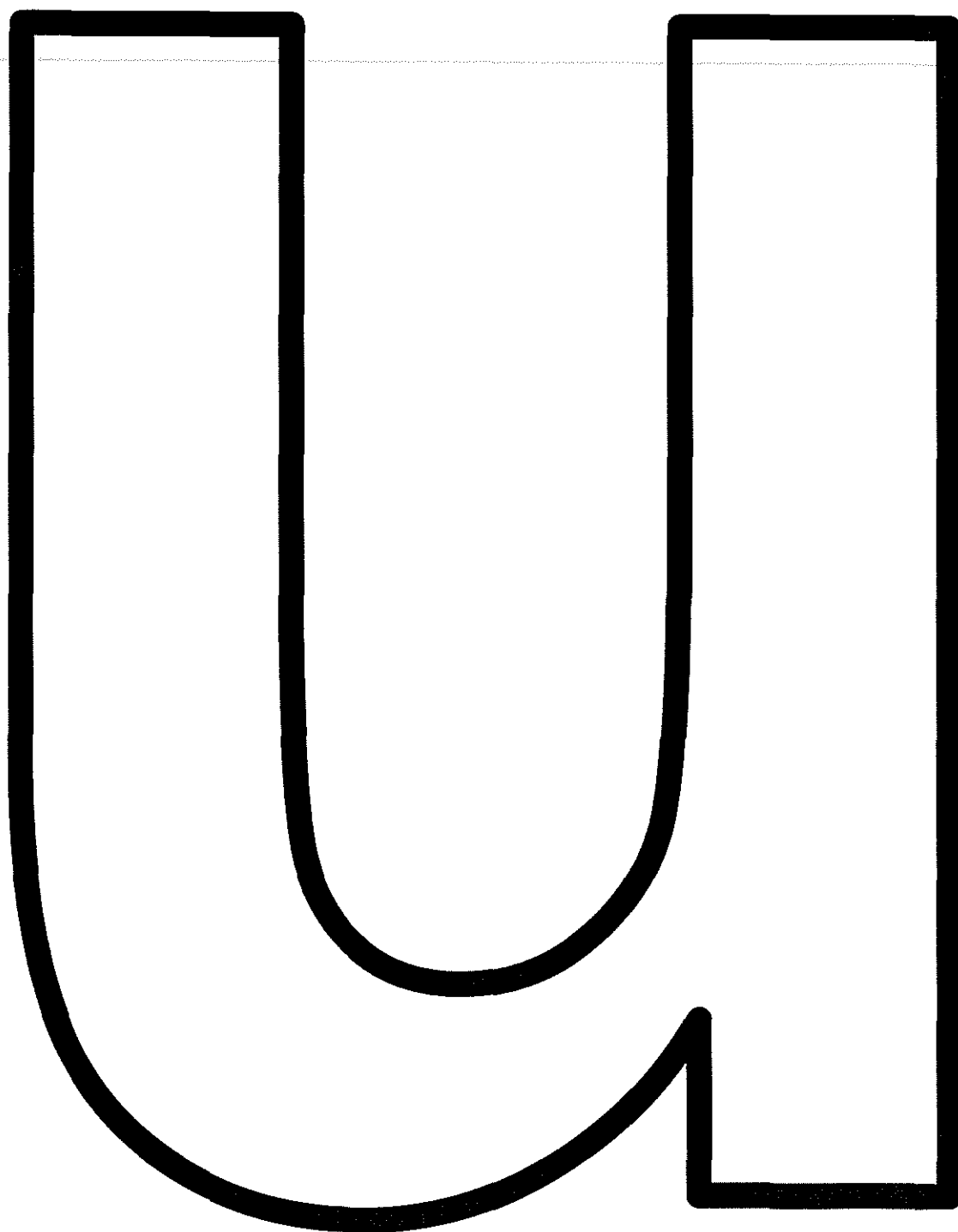


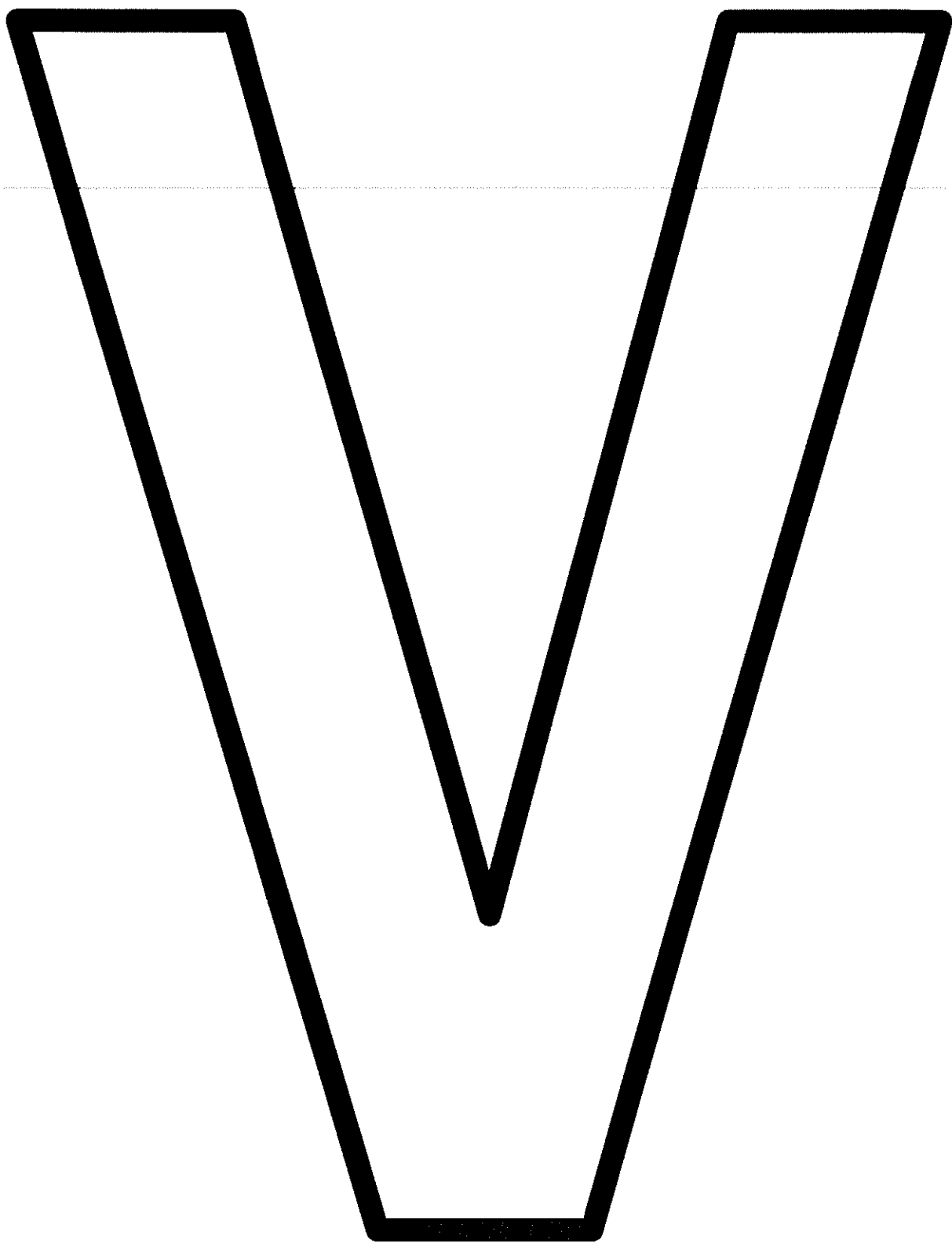


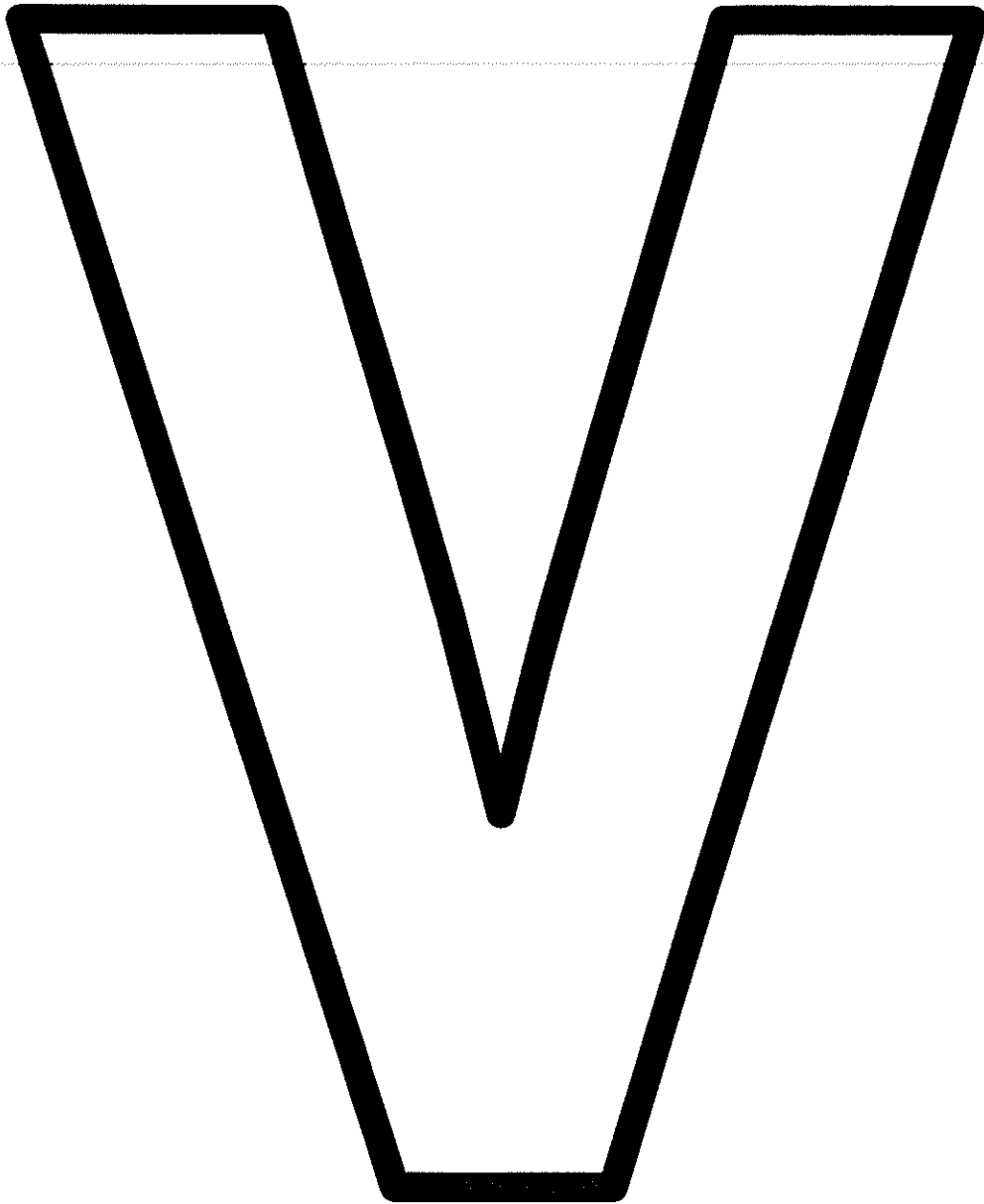


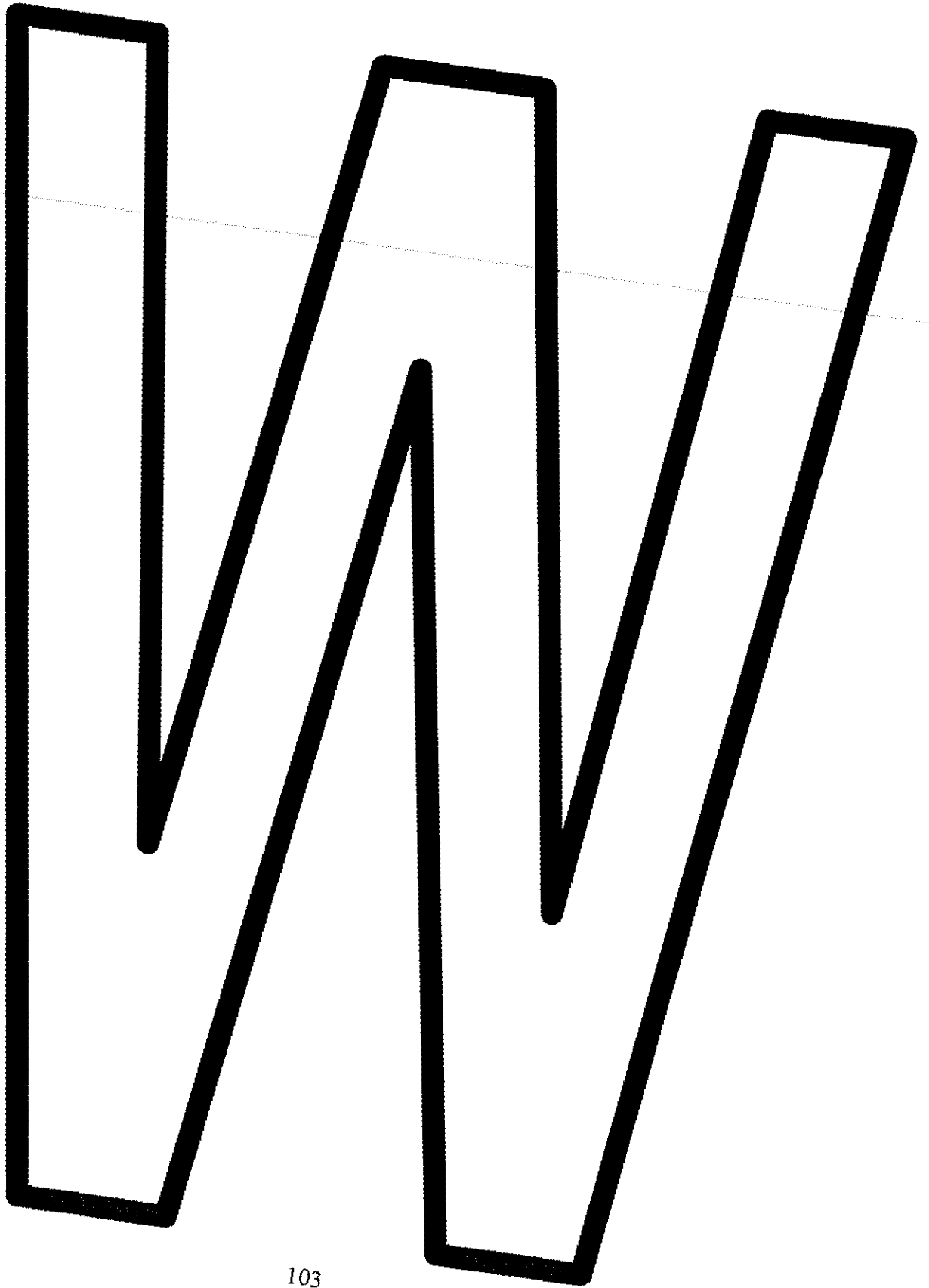




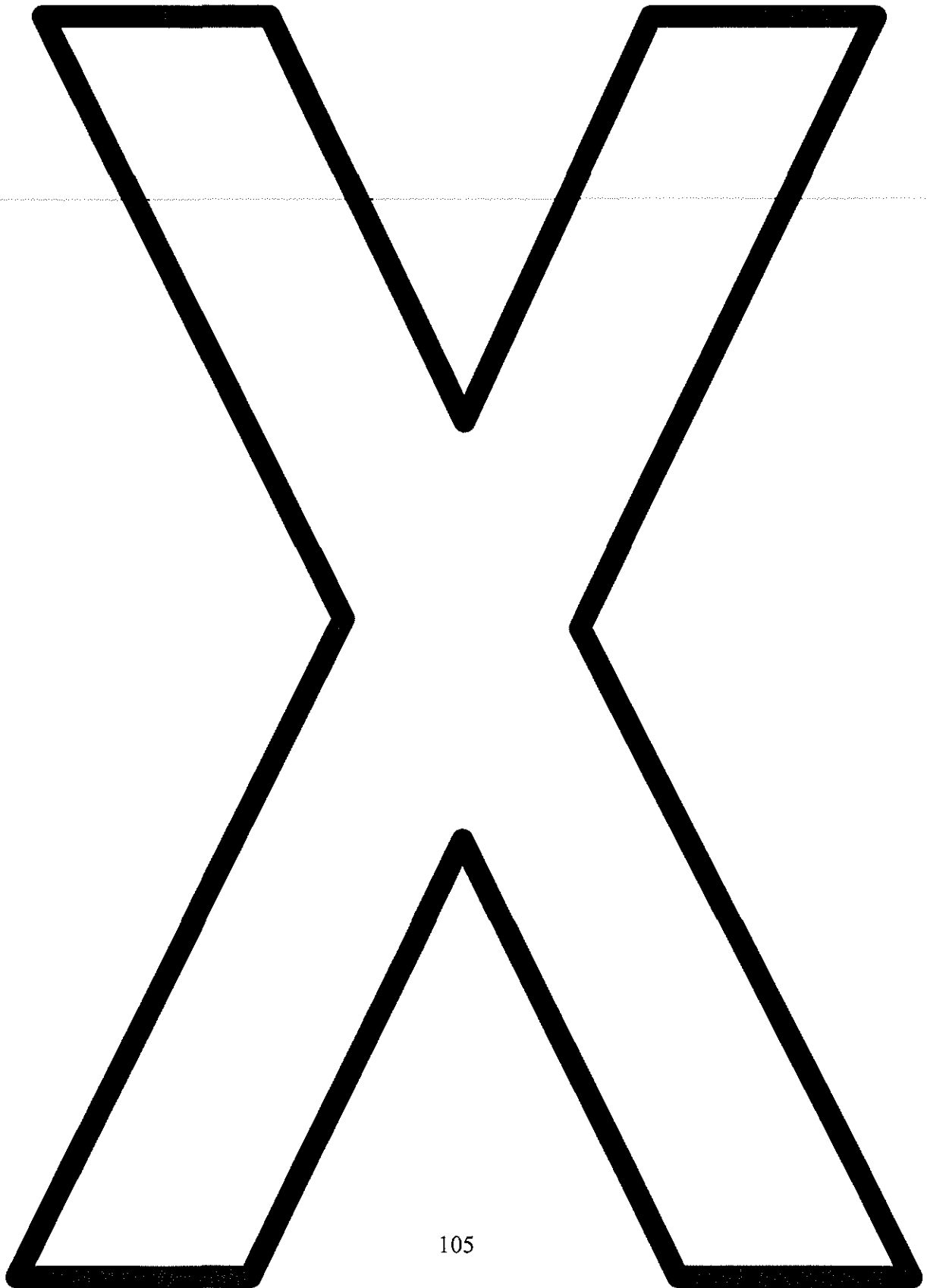


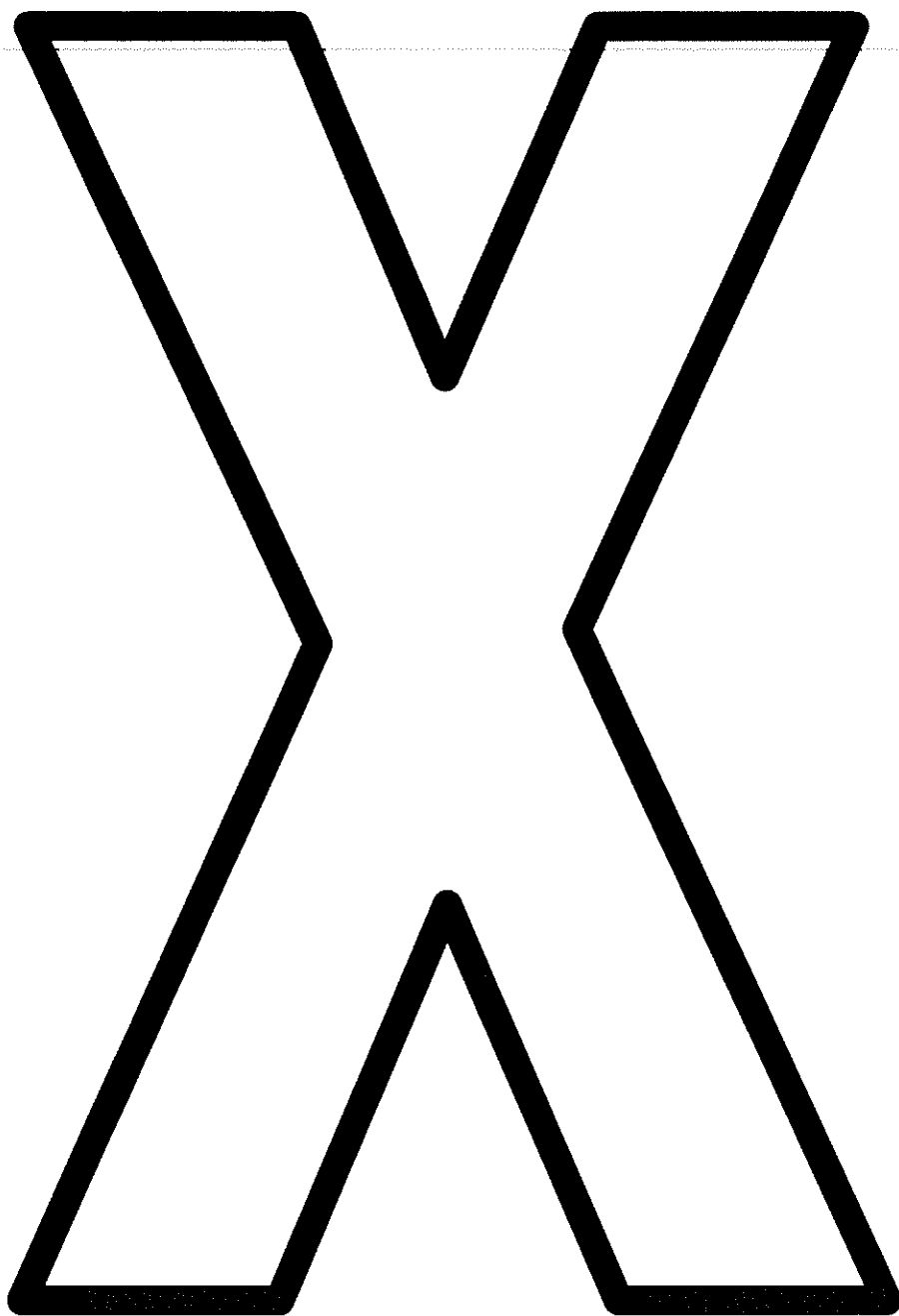


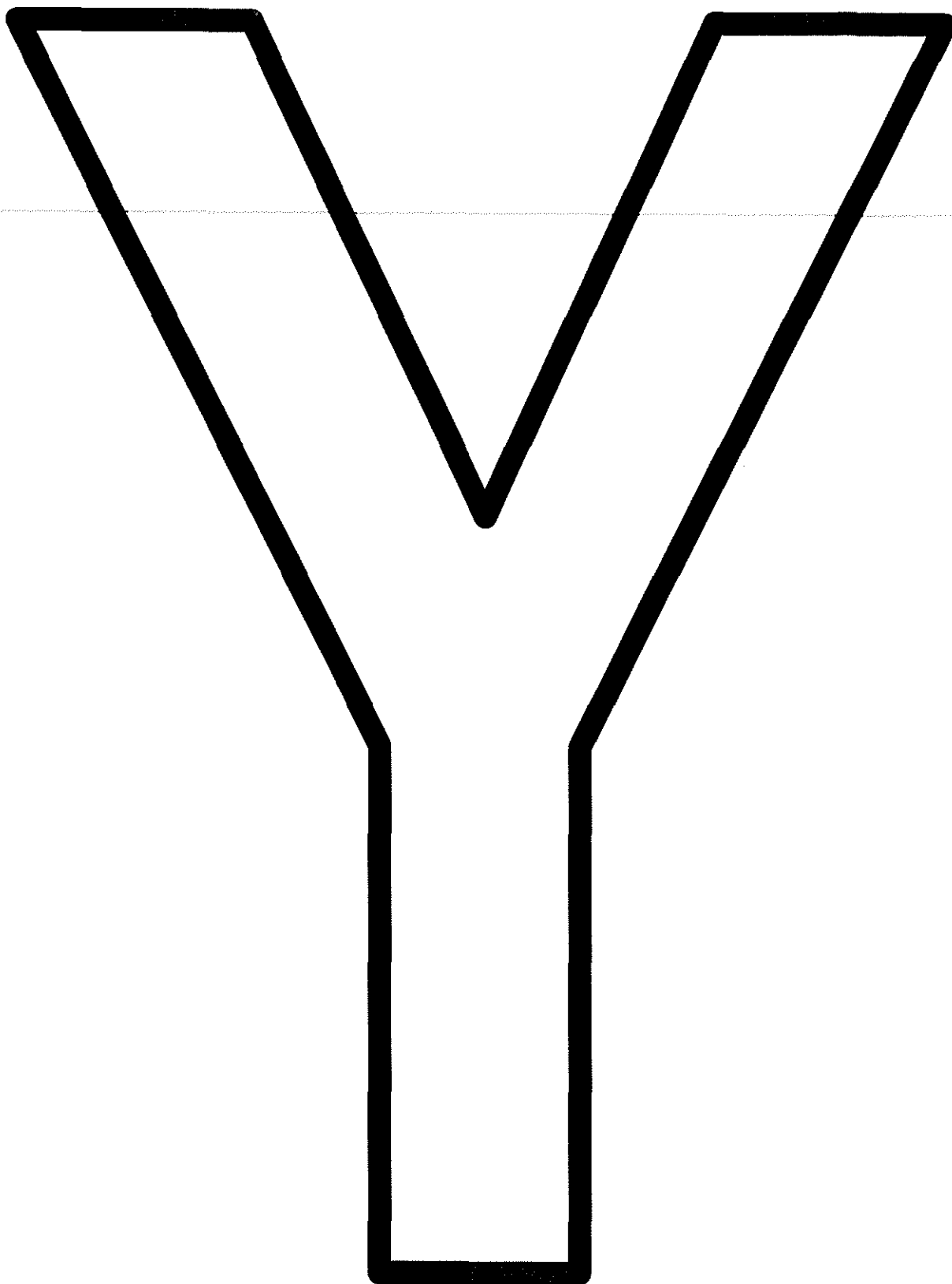


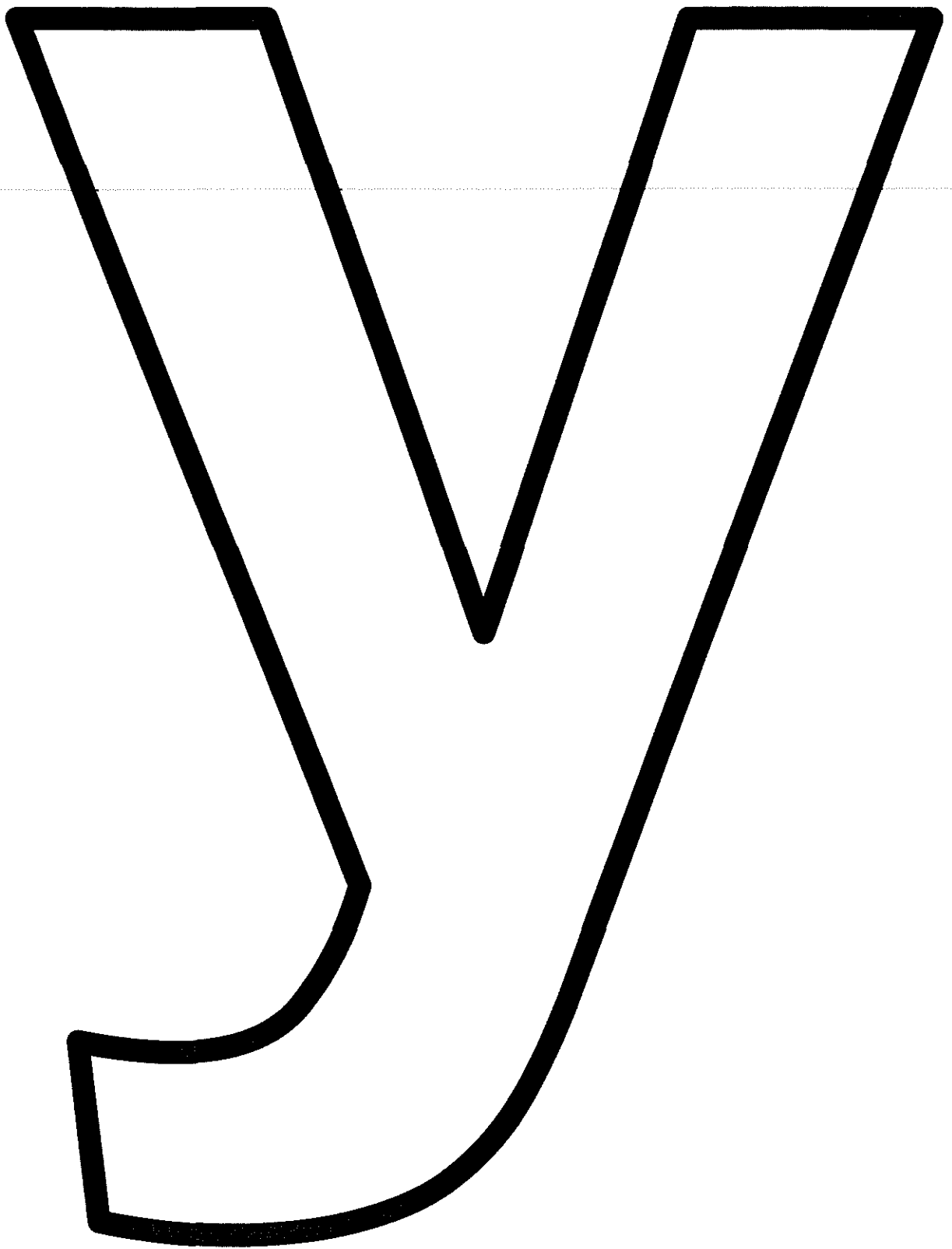


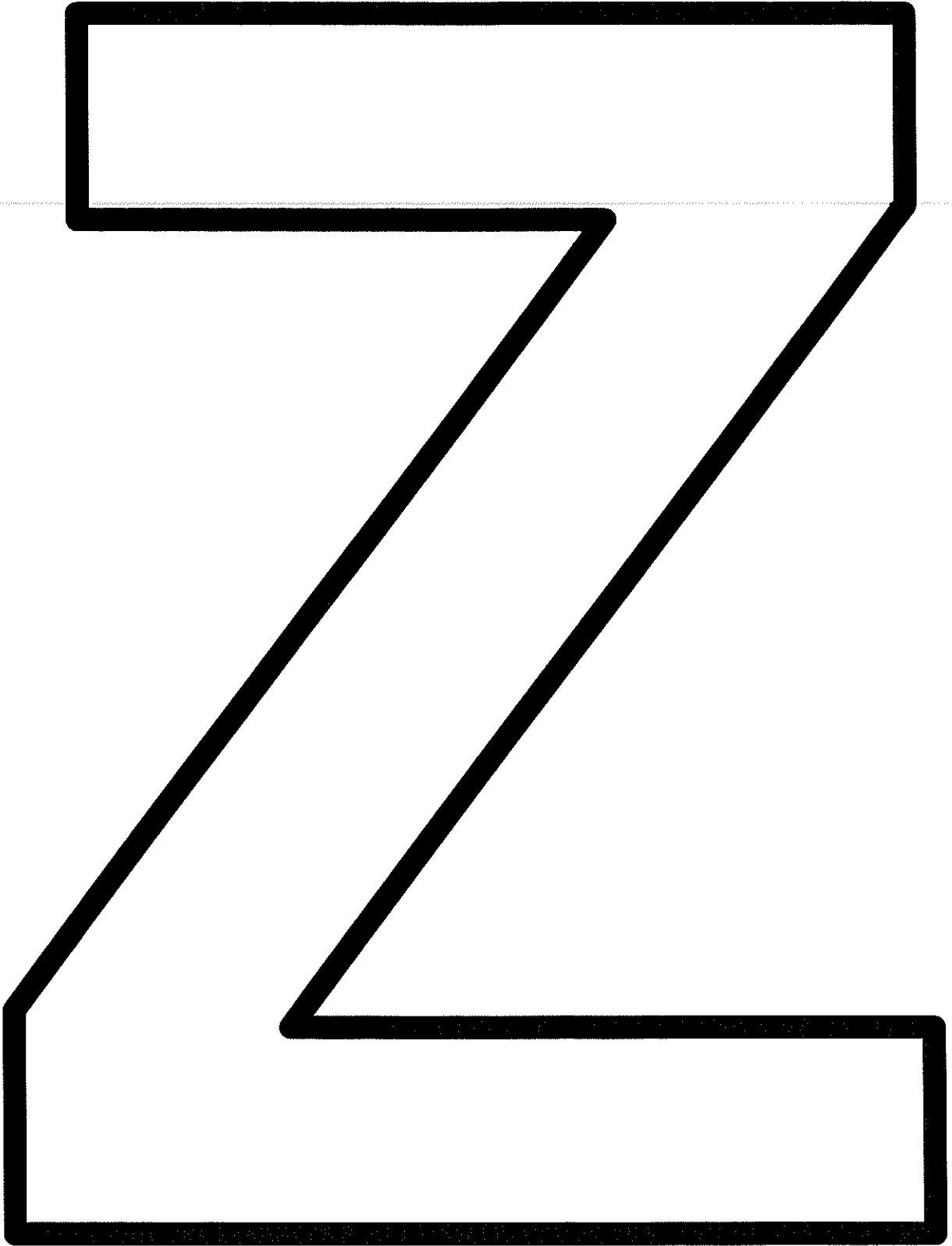


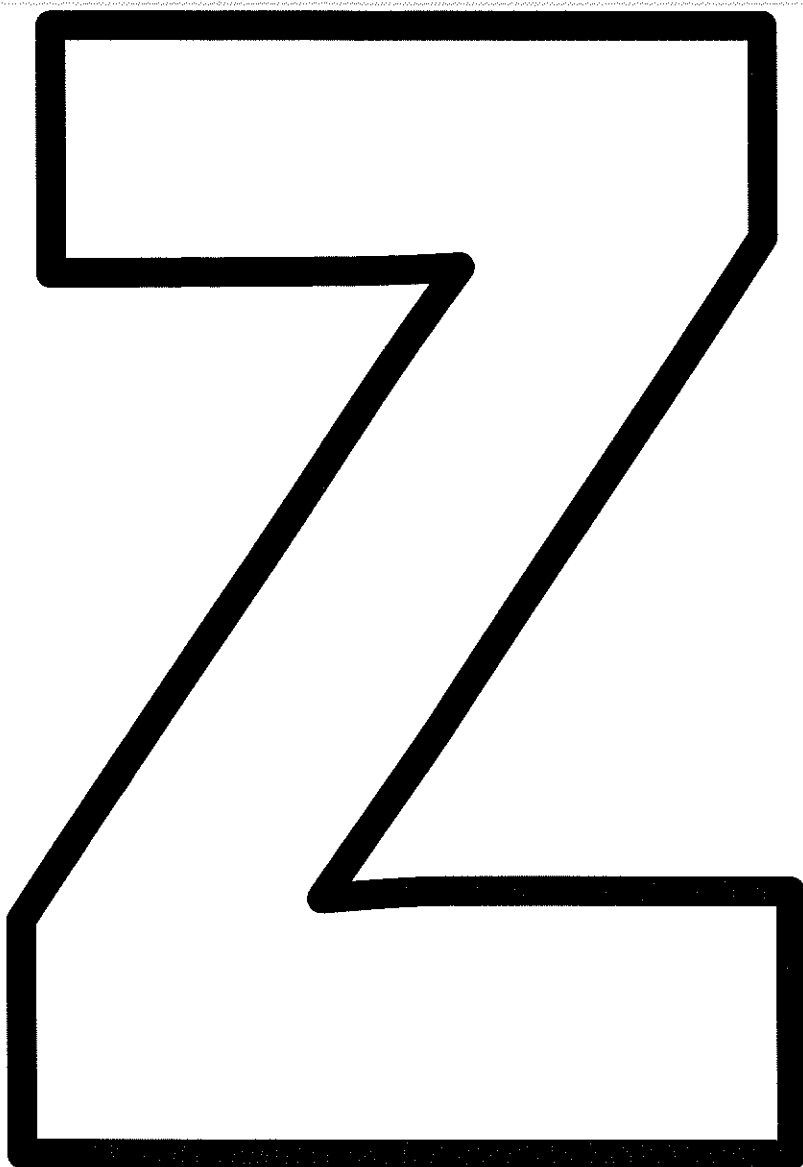












ALPHABET BOOKS

- *Aylesworth, J. (1991). *Old black fly*. New York: Holt. Rhyming text follows a mischievous black fly through the alphabet as he has a very busy day.
- Base, G. (1987). *Animalia*. New York: Abrams. Each letter is accompanied by a highly alliterative phrase using the target letter.
- *Berenstain, S., & Berenstain, J. (1971). *The Berenstains' b book*. New York: Random House. Big brown bear, a blue bull, and a beautiful baboon undertake activities that begin with b.
- *Chess, V. (1979). *Alfred's alphabet walk*. New York: Greenwillow. Scenes are described with alliterative phrases.
- Eastman, P. D. (1974). *The alphabet book*. New York: Random House. Each letter is accompanied by alliterative phrases.
- *Ehlert, L. (1989). *Eating the alphabet*. New York: Harcourt. Drawings of foods beginning with the letter being presented are labeled with their names in both upper- and lowercase letters.
- *Geisel, T. S. ((1973). *Dr. Seuss's ABC*. New York: Beginner. Each letter is accompanied by a humorous alliterative story.
- Hoban, T. (1982). *A, B, see!* New York: Greenwillow. Upper case letters are accompanied by objects in silhouette that begin with the letter shown.
- *Hofbauer, M. P. (1993). *All the letters*. Bridgeport, CT: Green Bark Press. Letters of the alphabet are depicted with objects and labels.

- Howland, N. (2000). *ABC Drive!* Boston: Clarion. While going for a drive with his mother, a boy encounters an ambulance, a bus, and other ABC items.
- Kellogg, S. (1987). *Aster aardvark's alphabet adventures*. New York: Morrow. Each letter is accompanied by an alliterative story.
- Musgrove, M. (1976). *Ashanti to Zulu*. New York: Dial. This Caldecott winner gives information about the African tribes as it presents the alphabet.
- Onyefulu, I. (1993). *A is for Africa*. New York: Dutton. Color photos and a brief paragraph using the target letter show everyday life in Africa.
- Pallotta, J. (1990). *The story of Z*. Saxonville, MA: Charlesbridge. Each letter of the alphabet is represented by a bird. A brief description of the bird is provided.
- *Potter, B. (1987). *Peter Rabbit's ABC*. Middlesex, England: Frederick Warne. Old fashioned illustrations accompany a letter of the alphabet and a word that begins with the letter (b is for butter).
- *Scarry, R. (1973). *Richard Scarry's find your ABC*. New York: Random. Each letter is illustrated with numerous objects and creatures whose names contain the letter.
- *Shirley, G. C. (1991). *A is for animals*. New York: Simon & Schuster. Illustrations and information are provided about animals whose names begin with the target letter.
- *Wood, J. (1993). *Animal parade*. New York: Bradbury. A parade starts with an aardvark, an antelope, and other animals whose names begin with A and proceeds through the rest of the alphabet.
- *Entries are used in the project.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

There is an eighty-eight percent chance that if a child is having difficulty reading in first grade, that child will still be having difficulties in fourth grade (Pressley, 2006). According to Pressley (2006) continuing reading difficulties, through grade four, can be predicted by rudimentary reading skills and letter identification. Research supports the fact that letter identification is a necessary skill to have mastered by the end of kindergarten. If students have not mastered letter identification by then or show difficulties during their kindergarten year, they need an immediate and direct letter identification intervention. Without this in place, students may not have the skills necessary for later reading success. Adams (1990), states that a prerequisite of reading is solid familiarity with the visual shapes of the individual letters. Even though learning the names of the letters is not an absolute guarantee of later reading success, research has shown it to be a positive predictor and necessary reading skill.

Conclusions

Effective Letter Identification Activities for K-1 Children: A Handbook for Teachers is a resource to introduce and/or immediately remediate any difficulties in identifying letter names. As a reading coach, I often struggle with the balance of direct and explicit letter identification instruction and making it something that is meaningful and enjoyable for the children who are struggling. This handbook of letter identification lessons has a balance of the two approaches.

Until reading the research on letter identification, I didn't fully understand the implications of not being able to recognize the letters. Based on the research, I created twenty-six letter identification lessons to be used in an intervention setting. Children are able to learn the letter names through the explicit teaching of these lessons.

Recommendations

In conclusion, letter identification is a pre-requisite reading skill that all students must have in order to be successful readers to prevent reading difficulties later on. As the author of this project, I strongly urge that the instruction of letter names begins even before children come to school. This will ensure that the child is strongly familiar with the letter shapes and names before they are faced with learning the letters' sounds or learning to read whole words. This would include a need for parent education of how to teach their children letter names. If students do not have the letters mastered before or during the kindergarten year, steps need to be taken in the form of explicit teaching in an intervention setting. The lessons included in this project paired with explicit, intensive teaching can help to remediate a child's weakness in this area. It is strongly recommended that these lessons be used with any student who is weak in or lacking in the identification any letter names. It is important not to overlook the need for teacher education and to provide workshops for primary teachers so they can teach or remediate letter identification effectively.

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