Objective
The student will name and match letters of the alphabet.

Materials
- Alphabet bulletin board borders
  * Cut one alphabet border into individual alphabet cards.
  * Leave one border uncut.
- Basket
  * Place the cut border cards in the basket.

Activity
Students match alphabet cards to an alphabet border.
1. Place the alphabet line border and border cards on a flat surface.
2. Working in pairs, student one holds up a card.
3. Student two identifies the card by letter name.
4. Student one matches the card to the letter on the alphabet border.
5. Complete the border and reverse roles.
6. Peer evaluation

Extensions and Adaptations
- Match picture cards to the border using initial sounds.
Objective
The student will name and match letters of the alphabet.

Materials
- Die-cut letters
  - *Two matching sets of die-cut letters are needed.*
- Construction paper
  - *Use one set of die-cut letters to make letter cards on construction paper.*

Activity
Students match alphabet letters to letters on cards.
1. Place the letters and the stack of letter cards on the table.
2. The student chooses a letter card.
3. Selects a letter from the table, names the letter, and matches it to a letter on the card.
4. Continues until the letters on the cards are matched.
5. Self-check

Extensions and Adaptations
- Use other letters (e.g., magnetic).
- Make target word cards.
Objective
The student will name and match letters of the alphabet.

Materials
- Magnetic board (e.g., cookie sheet, file cabinet, or chalkboard)
- Upper and lowercase letter grid (Activity Master P.003.AM1a - P.003.AM1b)
  Attach to the magnetic board using double-sided tape.
- Upper and lowercase magnetic letters
- Tray

Activity
Students match magnetic letters to a letter grid.
1. Place upper or lowercase letter grid on a magnetic surface.
2. The student chooses a magnetic letter, says the letter name, and matches
   the letter to the letter grid.
3. Continues until the grid contains letters "A-Z."
4. Self-check

Extensions and Adaptations
- Practice writing upper and lowercase letters.
- Draw pictures to match letter sounds.
Matching Upper and Lowercase Letters

Matching the uppercase and lowercase letters.

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K-1 Student Center Activities: Phonics
2005 The Florida Center for Reading Research (Revised July, 2007)
Objective
The student will name and match letters of the alphabet.

Materials
- Alphabet Arc mat student sheet (Activity Master P.004.AM1)
  Enlarge and attach to 12” x 18” construction paper.
- 12” x 18” construction paper
- Small uppercase letters
  Foam or plastic
- Container
  Place letters in the container.

Activity
Students match letters of the alphabet to the Alphabet Arc.
1. Place the Alphabet Arc mat and the container of letters on a flat surface.
2. The student chooses a letter from the container, states the name of the letter, and matches it to the letter on the Alphabet Arc.
3. Continues and completes the Arc.
4. Picks up the letters one by one, states the letter name, and places the letter in the original container.
5. Self-check

Extensions and Adaptations
- Match lowercase alphabet letters to the Arc.
- Complete partial Alphabet Arc (Activity Master P.004.AM2).
Objective
The student will name and match letters of the alphabet.

Materials
- Alphabet Arc mat student sheet (Activity Master P.004.AM1)
  Enlarge and attach to 12" x 18" construction paper.
- 12" x 18" construction paper
- Small uppercase letters
  Foam or plastic
- Small bag
  Place letters in bag.

Activity
Students identify letters and match on the Alphabet Arc.
1. Place two Alphabet Arc mats and the bag of letters on a flat surface.
2. Working in pairs, student one (with eyes closed) draws a letter from the bag and attempts to identify the letter by feeling its shape.
3. If correct, student one matches the letter to the letter on his Alphabet Arc. If incorrect, student two names the letter, returns the letter to the bag, and takes a turn.
4. Continue until all the letters have been identified and both mats are complete.
5. Peer evaluation

Extensions and Adaptations
- Match lowercase alphabet letters to the arc.
Objective
The student will name and match letters of the alphabet.

Materials
- Alphabet cereal in paper cups or bags
- Paper cups or bags
- Letter grid student sheet (Activity Master P.006.SS)
- Glue
- Paper
- Pencil

Activity
Students match and glue alphabet cereal to a letter grid.
1. Provide the student with a cup of cereal and a letter grid.
2. The student matches and glues the cereal letters to the letter grid.
3. Writes the matched letters on paper.
4. Teacher evaluation

Extensions and Adaptations
- Make words with the cereal letters.
- Substitute magnetic letters (no glue) for cereal.
### Alphabet Cereal Sort

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**Objective**
The student will name and match letters of the alphabet.

**Materials**
- Two pieces of chart paper
  *Tape chart paper together, turn lengthwise and label across the top from “Aa to Zz.”*
- Newspaper
  *Cut into 11 x 12 inch rectangles
  Review the newspaper pages to ensure the information is appropriate for young children.*
- Glue
- Scissors

**Activity**
Students find letters in the newspaper, cut out, and glue to an alphabet chart.
1. Place newspaper, glue, and scissors on a flat surface. Attach the chart to a wall surface.
2. The students identify letters in the newspaper.
3. Cut out the letters.
4. Glue the letters in the matching letter column on the chart and state the letter name.
5. Teacher evaluation

**Extensions and Adaptations**
- Cut out magazine pictures that represent the letter sounds.
- Sort high frequency words by initial sound.
Objective
The student will identify letters in the alphabet.

Materials
- Print resources (e.g., magazines, newspapers, catalogs, and other printed material)
- Scissors
- Glue
- Sorting Letters student sheet (Activity Master P.008.SS)
  
Choose target letters.

Activity
Students sort letters cut from print resources.
1. Place print resources, scissors, and glue on table. Provide the student with a student sheet.
2. The student writes target letters on student sheet.
3. Identifies and cuts out target letters from print resources (i.e., three letters, each with five-to-seven font variations).
4. Glues target letters on paper.
5. Teacher evaluation

Extensions and Adaptations
- Use letters to make words.
- Bring in samples of letters from home (e.g., letters cut from cereal boxes, pet food bags).
Sorting Letters
Objective
The student will identify and order the letters of the alphabet.

Materials
- Alphabet sandpaper letters "A-Z" (or any set of tactile letters)
- Crayons with the paper removed
- Small alphabet strip (Activity Master P.009.AM1)
- Paper
  Cut to the size of the sandpaper letters.
- Basket

Activity
Students use crayon rubbings to make letter representations.
1. Place the basket of letters, alphabet strip, crayons, and paper on a flat surface.
2. The student takes a random letter from the basket or takes out the letters of her name.
3. Traces over the letter with two lead fingers (index and middle) and states the letter name.
4. Places the letter under a piece of paper.
5. Uses the side of the crayon, rubs on the paper, observes the letter as it appears, and states the letter name.
6. Places the letters in alphabetical order (uses the alphabet strip for reference).
7. Teacher evaluation

Extensions and Adaptations
- Draw a picture that begins with the letter-sound and state the letter name.
- Make a set of lowercase alphabet sandpaper letters (Activity Master P.030.AM1a - P.030.AM1g).
- Illustrate words that end with the letter sound.
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2005 The Florida Center for Reading Research (Revised July, 2007)
K-1 Student Center Activities: Phonics
Objective
The student will identify letters of the alphabet.

Materials
- Clay
- Student name cards
  Write names so that curves and straight lines of the letters are emphasized.
- Glue

Activity
Students use clay to make letters in names.
1. Place clay on a flat surface. Provide the student with a name card and glue.
2. The student makes the letters in his name with the clay. Rolls the clay into "snakes" and forms the letters.
3. Matches and glues the clay letters under the letters on the name card.
4. Teacher evaluation

Extensions and Adaptations
- Make alphabet letters.
- Make high frequency words.
Objective
The student will identify letters of the alphabet.

Materials
- Elbow macaroni
- Spaghetti
- Student name cards
  - Write names so that curves and straight lines of the letters are emphasized.
- Containers (e.g., paper cups, plastic tubs, or baggies)
- Glue

Activity
Students use pasta to make letters in names.
1. Place containers of macaroni and spaghetti on a flat surface. Provide the student with a name card.
2. The student makes the letters in his name with the pasta and glues them under his name on the card.
3. Teacher evaluation

Extensions and Adaptations
- Use to make letters in alphabetical order.
- Use to make high frequency words.
- Record the pasta that is used to make the letters. Write each letter in the correct column of the student recording sheet (Activity Master P.011.SS).
<table>
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<tr>
<th>Macaroni only</th>
<th>Spaghetti only</th>
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**Letter Stamp Name Book**

**Objective**
The student will identify letters of the alphabet.

**Materials**
- Upper and lowercase letter stamps
- Stamp pad
- Paper strips (approx. 2 1/2 x 11 inch)
- Student name cards
- Tray
  
  *Scatter name cards face up on the tray.*
- Stapler

**Activity**
Students use letter stamps to make name books.
1. Place letter stamps, stamp pad, and paper strips on a flat surface. Place the name cards face up on the tray.
2. The student finds his name card.
3. Stamps letters in his name on a paper strip and names the letters.
4. Chooses classmates’ names and continues the activity.
5. Staples paper strips to make a name book.
6. Teacher evaluation

**Extensions and Adaptations**
- Stamp last names.
Objective
The student will identify letters of the alphabet.

Materials
- Mini-clothesline (e.g., attach a line to two small dowel sticks embedded in two cans filled with plaster of Paris)
- Small clothespins or paper clips
- Box with small compartments (e.g., hardware box used to store nails and screws)
- Multiple copies of lowercase letter cards (Activity Master P.013.AM1)
  Cut apart and organize letters in the box.
- Multiple copies of uppercase letter cards (Activity Master P.003.AM1a)
  Cut apart and organize letters in the box.
- Name cards with student photographs
- Pocket chart
- Pencil
- Paper

Activity
Students clip letters on a clothesline to make names.
1. Set up the letter card box, attach clothespins to the clothesline, and place name cards on the pocket chart.
2. The student finds his name card and chooses the letters of his name from the box.
3. Clips the letters to the clothesline and writes his name on a list.
4. Continues by making classmates’ names on the clothesline and writing the names on the list.
5. Teacher evaluation

Extensions and Adaptations
- Put the letters in alphabetical order.
- Make high frequency words.
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Clothespin Name Line
Objective
The student will identify letters of the alphabet.

Materials
- Nursery rhymes or poems (Activity Master P.014.AM1a - P.014.AM1j)
  *Laminate or place rhymes in page protectors.*
- Target letter card(s) (Activity Master P.022.AM1a - P.022.AM1i)
  *Choose target letter(s).*
- Two baskets
  *One basket for the rhymes and one for the letter cards*
- Vis-à-Vis® marker
- Baby Wipes

Activity
The student circles a target letter or letters on a nursery rhyme or poem.
1. Place the basket of rhymes, target letters, and a Vis-à-Vis® marker on a flat surface.
2. The student chooses a rhyme from a basket.
3. Circles a target letter(s) with a Vis-à-Vis® marker and states the letter name.
4. Continues with other pages.
5. Uses the Baby Wipes to erase mistakes or to clean the page after it has been checked.
6. Teacher evaluation

Extension and Adaptations
- Circle high frequency words.
- Write the circled words.
Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king’s horses,
And all the king’s men,
Couldn’t put Humpty together again.
The eency weency spider
Climbed up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
And the eency
weency spider
Climbed up the spout again.
London Bridge is falling down,
Falling down, falling down,
London Bridge is falling down,
My fair lady.

Build it up with wood and clay,
Wood and clay, wood and clay,
Build it up with wood and clay,
My fair lady.
Twinkle, twinkle little star,
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.

Twinkle, twinkle little star,
How I wonder what you are.
Five little speckled frogs,
Sitting on a hollow log,
Eating some most delicious bugs, Yum, Yum.
One frog jumped in the pool,
Where it was nice and cool,
Now there are four speckled frogs,
Glub, glub.
Jack and Jill

Jack and Jill went up a hill,
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Up Jack got and home did trot,
As fast as he could caper.
Went to bed and bound his head,
With vinegar and brown paper.
Jack be nimble,
Jack be quick,
Jack jump over the candlestick.
Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.
Hey Diddle Diddle

Hey diddle diddle, the cat and the fiddle,  
The cow jumped over the moon,  
The little dog laughed to see such sport,  
And the dish ran away with the spoon.
Little Boy Blue,
come blow your horn,
The sheep's in the meadow,
the cow's in the corn.
Where is the boy who looks after the sheep?
He's under the haystack, fast asleep.
**Objective**

The student will identify letters of the alphabet.

**Materials**

- Newspaper
  
  *Cut into 11 x 12 inch rectangles*
  
  *Review the newspaper pages to ensure the information is appropriate for young children.*
- Light colored markers (e.g., orange, green, or yellow)
- Student name cards

**Activity**

Students highlight the letters in their names in the newspaper.

1. Place the newspaper and markers on a flat surface.
2. The student looks through the newspaper, finds, highlights, and states the first letter in her name.
3. Continues with each of the other letters in her name, highlighting one letter at a time.
4. Teacher evaluation

**Extensions and Adaptations**

- Highlight target letters.
- Highlight high frequency words.
Objective
The student will name and match letters of the alphabet.

Materials
- Alphabet charts (Activity Master P016.AM1)
  Need two. Enlarge charts to poster size and laminate.
  Cut one chart into alphabet cards.

Activity
Students match alphabet cards to the letters on the alphabet poster.
1. Place the alphabet chart and alphabet cards on a flat surface.
2. Working in pairs, student one holds up an alphabet card.
3. Student two identifies the card by letter name.
4. Student one matches the card to the alphabet poster.
5. Complete the poster and reverse roles.
6. Mix up the cards and put them in alphabetical order using the poster as a guide.
7. Peer evaluation

Extensions and Adaptations
- Match picture cards to the poster by initial sounds.
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**Objective**

The student will identify and order the letters of the alphabet.

**Materials**

- 26 die-cut circles
  - Label "A to Z"
  - "A" circle should have antennae, eyes, and a smile.

**Activity**

Students place 26 circles (labeled "A-Z") in alphabetical order.

1. Place the circles on a flat surface.
2. Taking turns, the students name the letters on the circles and place the circles in alphabetical order to make an Alphapillar.
3. Peer evaluation

**Extensions and Adaptations**

- Label circles to make a lowercase Alphapillar and match to the uppercase Alphapillar.
- Use pictures and match to Alphapillar by initial sounds.
Objective
The student will identify and order the letters of the alphabet.

Materials
- Train die-cuts (or Activity Master P.018.AM1a - P.018.AM1b)
  1 engine labeled "A"
  24 tank cars labeled "B" to "Y"
  1 caboose labeled "Z"
  1 engine labeled "a"
  24 tank cars labeled "b" to "y"
  1 caboose labeled "z"
- Baskets
  Need two.

Activity
Students order and match upper and lowercase alphabet train die-cuts.
1. Place the upper and lowercase die-cuts in separate baskets on the floor.
2. Working together, students make an alphabet train by placing the train cars in alphabetical order.
3. Begin with the engine labeled "A" and continue until the uppercase alphabet train is complete.
4. Place the engine labeled "a" under the engine labeled "A" and continue matching and stating each letter name until the lowercase alphabet train is complete.
5. Peer evaluation

Extensions and Adaptations
- Match initial sound pictures to the letter train.
Objective
The student will identify and order the letters of the alphabet.

Materials
- Green construction paper
  Cut 26 rectangles and label the top half of each rectangle with a letter from "A-Z.
  "A" rectangle should have antennae.
  Laminate or use page protectors with Vis-à-Vis® markers.
- Vis-à-Vis® markers or sticky notes and markers

Activity
Students place 26 rectangles (labeled "A-Z") in alphabetical order and label the bottom half of each rectangle with the matching lowercase letter.
1. Place rectangles and Vis-à-Vis® markers on a flat surface.
2. The student places uppercase rectangles in alphabetical order to make a Lettercritter.
3. Labels the bottom of the rectangles with lowercase letters using a Vis-à-Vis® marker (a mouth could be drawn above the "a").
4. States the letter names.
5. Teacher evaluation

Extensions and Adaptations
- Use pictures and match to Lettercritter by initial or final sounds.
Phonics

Letter Recognition

Clip-A-Letter

**Objective**
The student will name and match letters of the alphabet.

**Materials**
- Small alphabet strip (Activity Master P009.AM1)
- Uppercase circle (Activity Master P020.AM1)
  
  *Copy on card stock, cut out, and laminate.*
- Clothespins
  
  *Write lowercase letters on clothespins.*

**Activity**
Students match lowercase letters on clothespins to uppercase letters on a circle.
1. Place the uppercase circle, clothespins, and alphabet line on a flat surface.
2. The student clips the clothespin (labeled with a lowercase letter) to the matching uppercase letter on the circle (uses the small alphabet strip for visual support).
3. Names the letter.
4. Self-check

**Extensions and Adaptations**
- Match uppercase clothespin letters to uppercase letters on the circle.
- Match lowercase clothespin letters to lowercase letters on the circle (Activity Master P020.AM2).
- Match clothespin letters to initial sound pictures (Activity Master P020.AM3).
Phonics

Clip-A-Letter
Phonics

Objective
The student will identify and order the letters of the alphabet.

Materials
- Paper coconut tree (Activity Master P.021.AM1)
- A copy of the book, *Chicka, Chicka, Boom, Boom*
- Magnetic Letters "a-z"
- Magnetic board (e.g., metal cookie sheet, file cabinet, white board, or chalkboard)
  *Attach coconut tree to magnetic board.*
- Paper
- Markers

Activity
Students sequence the letter magnets up, over, and down the coconut tree in the story order.
1. Place the magnetic board and letters on a flat surface.
2. The student retells the *Chicka, Chicka, Boom, Boom* story while sequencing the magnetic letters.
3. Draws a picture of the coconut tree and writes the letters in story order.
4. Teacher evaluation

Extensions and Adaptations
- State the letter name and sound when sequencing.
- Retell other alphabet books.
- Match upper and lowercase magnetic letters to a letter grid (Activity Masters P.021.AM2a - P.021.AM2b).
Chicka, Chicka, Boom, Boom Alphabetizing
**Objective**
The student will identify letters of the alphabet.

**Materials**
- Upper and lowercase letter cards (Activity Master P.022.AM1a - P.022.AM1i)

**Activity**
Students match upper and lowercase letters playing a memory game.
1. Place eight-to-ten pairs of letter cards face down in rows.
2. Taking turns, the students turn over two cards from the rows.
3. Student one looks at the letters and decides if the two letters are the same.
4. If a match is made, the student picks up the cards and keeps them. If a match is not made, the student places each card face down in the original spot, and gives student two a turn.
5. Continue until all the matches have been made.
6. Peer evaluation

**Extensions and Adaptations**
- Match letters to initial sound pictures or words.
Alphabet Memory Game

M N O

P Q R
Phonics

Alphabet Memory Game
Alphabet Memory Game

Y Z a
b c d
Phonics

Alphabet Memory Game

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2005 The Florida Center for Reading Research (Revised July, 2007)

K-1 Student Center Activities: Phonics
Alphabet Memory Game

q r s

t u v
Alphabet Memory Game

W X

Y Z
Objective
The student will name and match letters of the alphabet.

Materials
- White plastic bottle caps (e.g., from small water bottles)
  Need 90. Label two sets of caps with lowercase alphabet letters (“a-z”) and two extra sets of vowel letters. Label one set of uppercase alphabet letters (“A-Z”).
- Large plastic bowl
  Place lowercase letters in the bowl.
- Small plastic bowl
  Place uppercase letters in the bowl.
- Plastic scoop
- Student name cards

Activity
Students match letters on bottle caps to letters on name cards.
1. Place the bowls of upper and lowercase bottle caps and the scoop on a flat surface.
2. Taking turns, each student gets her name card and a scoop of bottle caps from the bowl.
3. Places the matching letters on the name card and states the letter names.
4. Puts the remaining caps back in the bowl, naming each letter as it is returned.
5. Continue until one student completes her name.
6. Exchange cards and repeat the activity.
7. Peer evaluation

Extensions and Adaptations
- Make a list of names.
- Use last names.
- Use with high frequency word cards.
Objective
The student will identify letters of the alphabet.

Materials
- "a-z" alphabet letter tiles (or Activity Master P.013.AM1)
- 12” x 18” construction paper
  *Draw a T-graph on the construction paper. On one side of the T-graph write, "In my name," and on the other side of the graph write, "Not in my name."
- Student name cards

Activity
Students use a T-graph to sort the letters in their names.
1. Place the T-graph on a flat surface and scatter the letter tiles beside it.
2. The student chooses his name card.
3. Using the headings, sorts the alphabet letter tiles on the T-graph and states the letter names.
4. Continues the activity by sorting classmates’ names.
5. Self-check

Extensions and Adaptations
- Sort letters that have curves and letters that are straight.
- Sort letters that have tails and letters that do not.
- Say the letter sound when sorting.
Objective
The student will identify letters of the alphabet.

Materials
- Plastic letters, letter tiles “a-z” (or upper and lowercase letter cards - Activity Master P.003.AM1a - P.003.AM1b)
- Basket
  Place letters in basket.
- Venn Diagram (Activity Master P.025.AM1)
  Enlarge and attach to 12″ x 18″ construction paper.
- Student name cards
- Small tray

Activity
Students use letter tiles to sort the letters in their names on a Venn Diagram.
1. Place the Venn Diagram, basket of plastic letters, and tray on a flat surface.
2. Working in pairs, students place their name cards in separate circles and draw a letter from the basket.
3. Students place the letters of their names in the circles with their name card.
4. Place the letters that are in both names in the overlap area of the circles.
5. Place the letters that are not in either name on a small tray.
6. Peer evaluation

Extensions and Adaptations
- Sort classmates’ names.
- Sort letters in last names.
- Sort target words.
Venn Diagram Letter Name Sort
**Objective**
The student will identify letters of the alphabet.

**Materials**
- Alphabet border
- White construction paper
- Blue tempera paint
  *Dilute with water to make a "wash."
- Paintbrushes
  *Need two.
- White crayons

**Activity**
Students write letters in white crayon and reveal the letters by brushing with diluted paint.
1. Place the alphabet border, paper, crayons, paint, and paintbrushes on a flat surface.
2. Working in pairs, each student looks at the alphabet border and secretly writes a "mystery letter" in white crayon on the paper.
3. Exchange papers and give clues. For example, "It comes after 'A' and before 'C'; guess my letter."
4. Attempt to guess the letters and then paint to reveal the "mystery letters."
5. Continue the activity.
6. Peer evaluation

**Extensions and Adaptations**
- Write names.
- Make high frequency words.