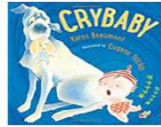




Exploring Letters

**Materials:**

- *Crybaby*
- alphabet charts
- 2 inch x 2 inch tagboard squares of letters in different fonts
- images of environmental print (see Resources)
- Letters from Alphabet puzzles
- Letter tiles
- Magnetic letters

Vocabulary:

- letter
- sort: put similar things together
- uppercase
- lowercase

Preparation:

- Glue letters in different fonts onto tagboard tiles, approximately 2 inches by 2 inches.
- Set up letter tiles, puzzle letters, magnetic letters etc. for children to match or group together (different A's together, C's, etc.)
- Set up laminated photographs of familiar environmental print for children to explore, copy, or match letters

Intro to Centers:

"*Crybaby* is a book about Baby and her family. Let's look at the title on the front cover. What do you notice?"

"What **letters** are in '*Crybaby*'?"

"Here is 'baby' in the book. What do you notice? How are the **letters** in 'baby' on this page similar to or different from the **letters** in '*Crybaby*' on the front cover?"

"Today in Puzzles and Manipulatives you can explore **letters**. You can **sort letters**- put similar **letters** together. You can also match **uppercase** and **lowercase letters**."

Show front cover, pointing to the title.

Children respond.

Children respond.

Children respond.

Model.

During Centers:

Depending on children’s skill level, adjust the number of letters to be sorted. Encourage children to count and compare how many of each letter they sorted, i.e., “How many A’s did you sort? Do you have more/fewer A’s than E’s?” Encourage children to collaborate in sorting, i.e., “Jayden is making a group of A’s...do you have any A’s to give him? Guide children to notice similar features of letters, i.e., straight/ curved lines. Encourage children to compare letters they are sorting to the letters in their names.

Guiding Questions during Centers:

- How did you sort the letters?
- Why did the author and illustrator make the letters look different on different pages?
- Where in the classroom can you find these letters?
- How are these letters similar to and/or different from each other?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe challenges they encountered.

Documentation: Use this lesson as an opportunity to assess children’s understanding of letter names and concepts of print.

Provocation:

As children become familiar with putting together letters to make words, tape letters on unit blocks so children can build words in Blocks. Note that when they spontaneously make words, they may still put them together phonetically, similar to the way they would use invented spelling when writing.

