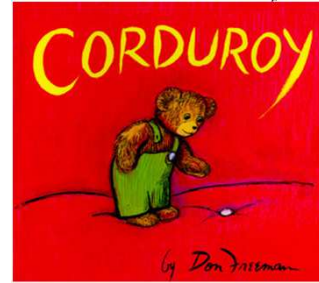
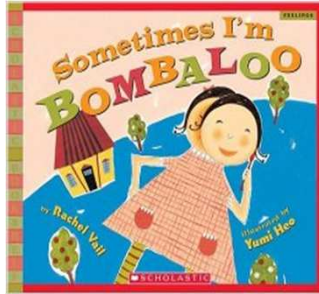




Jumbled Names in Envelopes



Materials:

- *Peter's Chair*
- *Corduroy*
- *Sometimes I'm Bombaloo*
- envelopes
- children's names cut into tagboard letter tiles
- trays

Vocabulary:

- envelope: a cover for a letter or a card
- letter: a written message to someone
- jumbled: mixed up
- in order

Preparation: Make an envelope for each child with his/her name written on the front. For children who have difficulty recognizing their name, add their photograph to the front of the envelope. Cut out letter tiles of each child's name and put inside corresponding envelope (see Resources for example). Make an envelope for yourself to demonstrate during Intro to Centers.

Intro to Centers:

"The characters in *Sometimes I'm Bombaloo*, *Corduroy*, and *Peter's Chair* all had names. There were Peter, Lisa, and Katie Honors. What do you notice about their names?"

"Today at Puzzles and Manipulatives, you can spell your name with **letter** tiles."

"Find the **envelope** with your name on it. Inside each envelope are the **letters** of your name, but they are all **jumbled**- mixed- up. Put the **letters in order** to spell your name."

"This **envelope** has my name on it. Here are the **letters** for my name."

"How do I know what **letter** comes first?"

"Where else can you find your **name** in the classroom?"

Show illustrations.

Write the names on chart paper so children can see them clearly.

Children respond.

Model opening envelope and taking letters out.

Children respond.

During Centers: Support children who have trouble spelling their names. Encourage children to work together, especially children who share similar letters. Compare and contrast lengths of names, ex. “Max and Marisol both have names that start with ‘M,’ but Max’s name has three letters, Marisol’s has seven. Whose name has more letters? Whose name has fewer letters?”

Guiding Questions during Centers:

- How did you know which envelope had your name in it?
- Who else in the classroom has the same letters as you in their name?
- How is your name the same as _____’s name? How is your name different from _____’s name?
- What other words can you spell with the letters in your envelope? (accept any spellings, real or invented)

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

Documentation: Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Continue this activity on a following day using family member names: mother, father, brother, etc.

Encourage children to find letters from their names around the classroom or the school.

