



# Exploring Letters

Standard Connection:

ELA.RF.PK4.1d

ELA.RF.PK4.1g

M.CC.PK4.6

M.MD.PK4.2

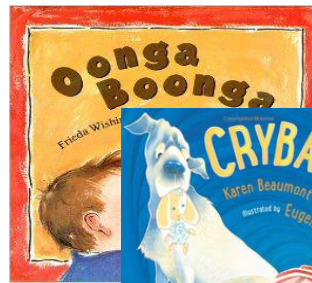
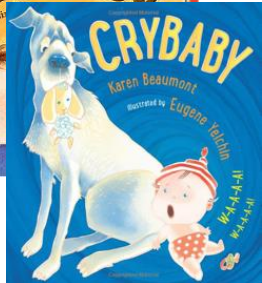
PD.SHS.PK4.5

## Enduring Understanding(s):

- A family is a group of people that care for and support each other.
- Family members have names for each other.

## Essential Question(s):

- What does it mean to be a member of a family?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Oonga Boonga/Crybaby</i></li> <li>• alphabet charts</li> <li>• 2-inch x 2-inch tagboard squares of letters in different font</li> <li>• laminated photographs of various environmental print children may be familiar with (see Resource)</li> <li>• letters cut out from magazines</li> <li>• small trays</li> <li>• glue sticks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>letter:</b> a symbol representing a unit of the alphabet</li> <li>• <b>sort:</b> put similar things together</li> <li>• <b>uppercase:</b> capital letter</li> <li>• <b>lowercase:</b> another form of a letter</li> </ul>	 

## Intro to Centers

### Preparation: Set up materials.

- Glue letters in different fonts onto tagboard tiles, approximately 2 inches by 2 inches.
- Glue letters onto plastic water bottle caps, small wooden blocks, thicker pieces of cardboard, upside down empty applesauce containers.
- Set up letter tiles 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.
- Set out magazine letters on a small tray, a piece of paper, and a glue stick. An alternative to glue could be contact paper taped down at corners for children to adhere letters to.

" <i>Oonga Boonga</i> is a book about Daniel and his baby sister, Louise ( <i>Crybaby</i> is about Baby and her family). Let's look at the title on the front cover. What do you notice?"	<b>Show</b> front cover, pointing to the title. <b>Children respond.</b>
"What <b>letters</b> are the same in 'Oonga' as in 'Boonga'? ('What <b>letters</b> are in 'Crybaby'?")	<b>Children respond.</b>
"Here is 'Oonga Boonga' in the book. What do you notice? How are the <b>letters</b> in 'oonga boonga' on this page similar to or different from the <b>letters</b> in 'oonga boonga' on the front cover?" ("How are the <b>letters</b> in 'baby' on this page similar to or different from the <b>letters</b> in 'Crybaby' on the front cover?")	<b>Children respond.</b>
"When Daniel says 'oonga boonga' the <b>letters</b> look like this. When other people say 'oonga boonga' the <b>letters</b> look like this. What do you notice?"	<b>Children respond.</b>

"Today in Puzzles and Manipulatives, you can explore <b>letters</b> . You can <b>sort letters</b> - put similar <b>letters</b> together. You can also match <b>uppercase</b> and <b>lowercase letters</b> ."	<b>Model.</b>
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### 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 ("How many A's did you sort? Do you have more/fewer A's than E's?"). Encourage children to collaborate in sorting ("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 (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 one way when Daniel said 'oonga boonga,' and a different way when other people said 'oonga boonga'?
- Where in the classroom can you find these letters?
- How are these letters similar to and/or different from each other?

### Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have 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.

### Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. Cards with individual letters can also be useful to help children answer questions. During Centers, the number of letters to be sorted can be varied depending on the skill level of the child. In addition to letter cards, some children may benefit from using plastic letters that they can trace to help them learn the shape of the letters. Letters with texture, such as those made of sandpaper, can also be helpful for some children to learn the letters by tracing their shape.