



Jumbled Names in Envelopes (Manipulatives)

Standard Connection:
 ELA.RF.PK4.1a
 ELA.L.PK4.2
 M.CC.PK4.5a
 M.MD.PK4.2
 PD.FM.PK4.1
 PD.SHS.PK4.4

Enduring Understanding(s):

- Family members have names for each other.

Essential Question(s):

- How do you find the resources, information, and support to solve your problems?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • Oonga Boonga/Crybaby • Peter's Chair • Corduroy • Sometimes I'm Bombaloo • business envelopes • children's names cut into tagboard letter tiles • trays 	<ul style="list-style-type: none"> • envelope: a cover for a letter or a card • letter: a written message to someone • jumbled: mixed up • in order: not mixed up 	

Intro to Centers

Preparation: *Set up materials*

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.

<p>"The characters in <i>Sometimes I'm Bombaloo</i>, <i>Corduroy</i>, <i>Peter's Chair</i>, and <i>Oonga Boonga/Crybaby</i> all had names. There were Daniel, Baby Louise/Baby, Peter, Lisa, and Katie Honors. What do you notice about their names?"</p>	<p>Show illustrations. Write the five names on chart paper so children can see them clearly.</p> <p>Children respond.</p>
<p>"Today at Puzzles (Manipulatives), you can spell your name with letter tiles."</p>	<p>Show materials. Children respond.</p>
<p>"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."</p>	<p>Model.</p>
<p>"This envelope has my name on it. Here are the letters for my name."</p>	<p>Model opening envelope and taking letters out.</p>

“How do I know what letter comes first?”	Children respond.
“Where else can you find your name in the classroom?”	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 and 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 processes; 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.

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. During Centers, provide textured or raised letters for children who may need to touch and trace the letters to practice learning them. A model of the child’s name can be given to children who need a sample to refer to for putting their name together.

