

Indicator #5  
Print Concepts – Letters

Student recognizes and names some upper and lower case letters of the English alphabet.

*\*\* ELL/DLL students should be scored on their English proficiency for this indicator \*\**

**Research**

The single best predictor of first year reading achievement is the child’s knowledge and ability to recognize the upper and lower case letters of the alphabet. A child with automatic, accurate recognition of letters will have an easier time learning about letter sounds and word spellings than a child who does not know the letters of the alphabet. Instruction on letters of the alphabet is important because one of the beginning reader’s biggest responsibilities is to figure out how our alphabetic language works.

Wood, J., & McLemore, B. (2001, December). Critical Components in Early Literacy - Knowledge of the Letters of the Alphabet and Phonics Instruction. *The Florida Reading Quarterly*, 38(2). Retrieved June 05, 2016, from <https://www.unf.edu/uploadedFiles/aa/fie/Woodarticle.pdf>.

**Print Concepts**

1.1 PK.B

**Identify basic features of print.**

The learner will:

- Recognize and name 8 – 12 upper case letters and 8 – 12 lower case letters

The learner may also:

- Differentiate between numbers and letters and letters and words

Effective Practices:

- Provide rich environmental print in the classroom
- Provide a variety of materials (e.g. hands-on) for exploration of letters
- Provide opportunities in group and learning centers for identifying letters, words, numbers, and sentences
- Use print and digital-text materials for functional purposes

## ACTIVITIES

**Activity:**

EYE SPY Letter recognition game. Teacher identifies letter and children will walk through the room and touch the appropriate letter. The students will take turns sharing where they located their letter in the classroom.

**Activity Prompts:**

We are going to play Eye Spy to find some letters.

“Eye Spy the letter \_\_\_\_\_”

**Evidence Collection Strategies:**

Alphabet checklist for each child. Observe and record students’ ability to identify upper and lower case letters.

**Home School Connection:**

Tell parents to play “Eye Spy” while performing daily routines, i.e., shopping, laundry etc.

**Activity:***Materials*

Container, magnetic/foam/plastic letters (uppercase and lowercase) and numbers, three sets of paper plates each (the three plates will be labeled Uppercase Letters, Lowercase Letters, and Numbers).

Invite students to pull letters or numbers out of the container and name the letter/number they choose. The child will then place the letter or number on the correct plate.

**Activity Prompt:**

Tell the student, “Pick the letter and tell me its letter name! When you are done, place it on the correct plate.”

**Additional Support Prompt:**

To support students struggling to name the letters, the teacher spells their name with the letters for them and asks students if they can name any letters in their name. If the student continues to struggle, tell them the letters in their name.

**Evidence Collection Strategies:**

The teacher will use the letter naming checklist to observe students ability to identify letters correctly.

**Home School Connection:**

- Encourage families to practice letter naming with their children in everyday life as well as take-home activities.
- Letter Hunt: Children and families choose a letter and see where they can find it in the home and/or the community.
- License Plates: Name the letters that you see!
- Name Activities:
  - Cutting out letters in their name in magazines/newspapers
  - Writing their name and alphabet with chalk

**Activity:***Materials*

Sensory materials (sand, rice, beans), magnetic letters, shovel or sifter

Encourage students to find individual letters in a sensory table and identify by name.

*Provide student with appropriate scoop so they can manipulate through the ‘sand’ to find individual letters.*

**Activity Prompt:**

If the student identifies the letter correctly- “Good, let’s see if you can find some more.”

**Extension Activity:**

1. Ask students to match capital letters with lowercase to make pair.
2. Ask students if the letters identified are in their name.

**Extension Prompts:**

- When a student picks and identifies a specific letter - “Good work, you found the lower case letter [ ] now see if you can find the capital letter to match”
- When a student picks and identifies a specific letter - “Good job, is this a letter in your name?”

**Additional Support Prompt:**

If a student is struggling to identify the letters- limit the letters to those only in his or her name or a specific set of letters (1-8 group of letters).

**Evidence Collection Strategies:**

The teacher will use the letter naming checklist to observe students ability to identify letters correctly.

**Home School Connection:**

Encourage families to engage their child in letter naming activities at home:

*In the kitchen:*

- Find the letter [ ] on a cereal box.
- What letter is that?
- Magnetic letters on the refrigerator.
- Personalized, alphabet/word place mats

*In the bathtub:*

- Foam/sponge letters
- Soap crayons

*Outside:*

- Letter walk
- Sidewalk chalk
- Letter hopscotch

*Traveling:*

- Letter hunt on signs
- Finding street names “We’re looking for a street name that starts with [ ].”
- I spy [ ] letters.

*Extension:*

- While on a walk, find the letters in your name.