

LESSON #4

2 Minutes: Circle time.

Seat the children in a circle and say: Last week you children learned to write your name just like you will be writing it when you go to school. I also found from Mrs. _____ (last week's Mom) that you know what the name of the first letter of your name is and some of you might even remember the sound it makes! Can anyone remember?

Let the children repeat the names and sound of the first letter of their first names. Some children will remember all the letters and others may not even remember their own. Don't be concerned if some of the children do not remember anything. This whole process is one of repetition. Children's brains retain things in different ways. Encourage and remind and support as you go with comments such as: "I can hardly believe this! Only four and already you know so much!" etc.

5 Minutes: Tracing activity.

I want you children to show me what you learned last week about writing your name. Hand each child a piece of kindergarten paper with his name printed carefully at the top using the lettering system currently used in your school district. (Check with last week's mother if you need a copy of the alphabet. It should be in the rotating box.)

Have the child trace his name once and then practice writing his name on the other lines. Some children will have been writing their name incorrectly and need help for correction. Others will learn very quickly and will need help for correction. Others will learn very quickly and will need a quiet activity to turn to when they finish (play dough or puzzles) while you help the others.

5 Minutes: Recognizing large and small letters.

Gather the children at a bar or table and explain that today we are going to see that for every letter of the alphabet there is a big letter and a small letter. Let me show you:

Show the upper- and lower-case letter for each of the first letters of their first names. (The whole alphabet can be displayed on the wall.) Some of the big and small letters look just about the same but others look different. Point out several examples.

(If you are working with fewer than four children you may want to use your own name's first letter. If you have more than four, you may want to save some until next time. Four is the ideal number.)

Present the upper- and lower-case forms of your four letters and say, “Let’s say these letters out loud together.” Using the chart in the supplement as a guide, point to each letter and say, “Big M, little m. Big P, little p” etc.

6 Minutes: Matching game.

Giving each child eight index cards with the upper and lower case of your four chosen letters printed on them (one letter per card), have the children shuffle or mix up the cards and then when you say, “Go,” tell the children to see how quickly they can match the upper- and lower-case letters.

Demonstrate with one child’s set of cards before you start and help them figure it out as they go. Play the game several times or as long as they remain interested.

If some remain interested in going on longer and others would rather play, send those who want to go out to play while you work with the others. This is not “school.” This is for fun!

Materials needed:

1. Kindergarten paper with each child’s name ready to trace several times.
2. Index cards, eight times the number of children you have, plus a set of four with upper and lower-case letters printed on the same card.

SUPPLEMENT

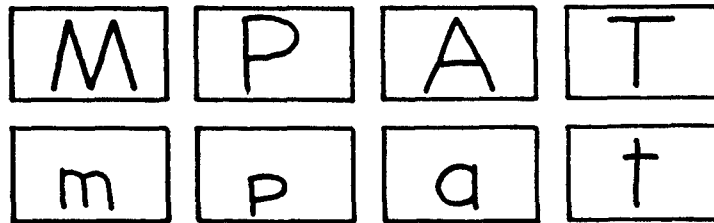
MAKE A CHART FOR EACH CHILD LIKE THIS

Practice Space

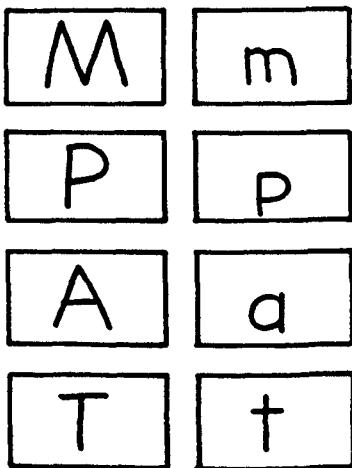
If your children's names happen to be Michael, Peter, Amy and Tessa, hold up cards like this, using the lettering system used in your school district



Say each letter aloud



Then give them each a set of index cards like this: →



← Have them mix and match so that the large letter is beside the smaller one