

Make the ABC's More than Just a Song! Make Them the Focus of Some Really Fun Games!

Special Area: Preschool

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I. ABSTRACT

- A. The single best predictor of a young child's future success in learning to read is his other knowledge of the alphabet. This session will focus on a variety of simple, inexpensive games and activities that may be used in the preschool class to familiarize young children with the names and sounds of the letters of the alphabet. Specific assessment procedures, using a game format, will be shared.

II. OVERVIEW

- A. Content from the Core Knowledge Preschool Sequence
1. Sing the "Alphabet Song." (Level 11, page 56)
 2. Develop an understanding of the relationship between spoken and written language by associating written word units on word labels and signs with spoken words. (Level 11, page 56)
 3. Given a sound and a choice of two spoken words/pictures, identify the word that begins with the given sound. (Level 11, page 57)
 4. Given a spoken word/picture, give the beginning sound. (Level 11, page 57)

III. BACKGROUND KNOWLEDGE

- A. Cite up to three reference books or teacher resources that will enhance the teacher's ability to teach the knowledge and skills included in this presentation.
1. *Core Knowledge Preschool Sequence*, Charlottesville, VA: Core Knowledge Foundation, 2000. 1-890517-21-6.
 2. *The Giant Encyclopedia of Theme Activities for Children 2 to 5: Over 600 Favorite Activities Created by Teachers and for Teachers*. Beltsville, MD: Gryphon House, Inc., 1993. 0-87659-166-7.
 3. Timmons, Dayle. *A is Amazing: The Ultimate Alphabet Resource Book*. Carthage, IL: Fearon Teacher Aids, 1991. 0-8224-0253-X.
 4. Fitzpatrick, Jo. *Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills*. Creative Teaching Press, Inc., 1997. 1-57471-231-4.

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS

- A. Function and Work Constructively in a Group Setting, Using Appropriate Social Skills
- B. Develop Memorization Skills
- C. Develop an Awareness of Written Matter/Print in Everyday Surroundings and Its Many Uses

V. RESOURCES

- A. Picture cards showing one object (I recommend Alphabet Sounds Photo Library from Lakeshore)
- B. Alphabet cards (Some with letters only and some with letters and picture cues)
- C. Record/CD/Tape player

- D. The “ABC Song” voice, on tape, CD, or record (I recommend Little Ears: Songs for Reading Readiness by Leapfrog School House)
- E. Alphabet wall chart
- F. “ABC Sing-Along Flip Chart & Tape” from Scholastic
- G. Blank BINGO card
- H. Alphabet memory cards
- I. Alphabet “Letter Land” game
- J. “Marching Around the Alphabet” from Learning Basic Skills Through Music, Vol. 1, Hap Palmer

VI. LESSONS OUTLINE

Lesson One: Sing and See the ABC’s with Me

- A. Develop an understanding of the relationship between spoken and written language by associating written word units on word labels and signs with spoken words.
- B. *Whole Group Instruction*
- C. *Materials & Preparation*
 - 1. Record/CD/Tape player
 - 2. ABC song on tape, CD, or record
 - 3. Scholastic’s ABC Sing-Along Flip Chart & Tape
 - 4. Pointer
 - 5. Alphabet wall chart
 - 6. Dry erase marker
- D. *Language of Instruction*
 - 1. Teacher:
 - Alphabet Chart
 - Flip Chart
 - Pointer
 - Letter names
 - Letter sounds
 - Upper Case
 - Lower Case
 - 2. Students:
 - A,B,C,D,E,F,G,....
- E. *Procedures/Activities*
 - 1. Start the “ABC Song” tape, record, or CD. Sing along. Ask the children, “Who knows this song? What does the song mean or tell about?”
 - 2. Point out the ABC wall chart and explain that it goes along with the “ABC Song.”
 - 3. Use a pointer to point out the letters on the ABC wall chart as you sing each letter without the tape.
 - 4. Play the tape, record, or CD again and point out each letter as you sing along.
 - 5. Play the chosen letter of the week’s song with the flip chart and tape
 - 6. Use a dry erase marker to circle all of the chosen letters on the flip chart page.
- F. *Go A Little Further*
 - 1. For students who have difficulty
 - Have an assistant use a smaller ABC poster, chart, or ABC strip with the child who is too distracted by the movement and the distance involved with the wall chart. The assistant would help move the child’s finger or a game marker to each letter as it was sung.
 - 2. For students who excel

Have an assistant pause the tape, record, or CD periodically throughout the song. Have the children echo the letter name that was heard last. Give the students who excel an individual ABC strip and game marker. The student moves the marker along the strip with the music. If the music is paused, the student stops the marker on the last heard letter name.

- G. *Assessment/Evaluation*
Direct observation of student participation

Lesson Two: Musical Alphabet

- A. *Daily Objective*
Develop an understanding of the relationship between spoken and written language by associating written word units on word labels and signs with spoken words
- B. *Grouping*
Whole group instruction
- C. *Materials & Preparation*
1. Record, tape, or CD player
 2. Alphabet cards
 3. Music for marching (“Marching Around the Alphabet”)
- D. *Language of Instruction*
1. Teacher:
Alphabet
Sounds
Marching
Listening game
Echo
Near
 2. Students:
Alphabet
Sounds
- E. *Procedures/Activities*
1. Lay the letter cards on the carpet in a big circle.
 2. Explain the game. “We will march around the alphabet and stop when the music stops. You will pick up a letter that’s near you and echo the sound after the teacher.”
 3. Play the music and periodically stop it. It works well to have an assistant work the CD player. The children pick up a letter card. The teacher points around the circle, says the appropriate letter sound, and has the children echo the sound. When the teacher has made it around, the music starts again. The children lay down the cards and march to a new spot.
- F. *Go A Little Further*
1. For students who have difficulty
Have an assistant or a peer who excels to play beside the student who has difficulty.
 2. For students who excel
Reverse rolls. Let the child who excels give the appropriate sound when pointed to and the teacher echoes the sound.
- G. *Assessment/Evaluation*
Direct observation of student participation and performance

Lesson Three: Play an ABC Game with Me

- A. Develop an understanding of the relationship between spoken and written language by associating written word units on word labels and signs with spoken words.
- B. *Small Group Instruction*
- C. *Materials & Preparation*
 - 1. Letter Land game board– Appendices A,B, C
 - 2. Letter Land game cards- Appendix D
 - 3. ABC memory game cards – Appendix E
 - 4. Game markers (counting bears, clowns, etc.)
 - 5. Letter BINGO card
- D. *Language of Instruction*
 - 1. Teacher:
 - Memory game
 - Pair/match
 - Letters
 - Echo
 - Game board
 - Game marker
 - 2. Students:
 - Game marker
 - Echo
- E. *Procedures/Activities*
 - 1. Have the memory cards with the letters you have introduced on the table turned upside down.
 - 2. Let a small group play the alphabet memory game to find matching pairs.
 - 3. As a card is turned, make the letter sound.
 - 4. When all the cards are gone, have each child count his or her letter pairs.
 - 5. While one small group is playing ABC memory with the teacher, have another group play “Letter Land” with an assistant. Use the same concept as “Candy Land” to play Letter Land. The student takes a card and moves on the board according to the card’s sound or picture. The first student who reaches “Letter Land” wins that game.
 - 6. Let another group play Letter BINGO.
- F. *Assessment/Evaluation*
 - Direct observation of student participation
 - Completed game board/letter card- Appendices F & G

VII. CULMINATING ACTIVITY

These are ongoing lessons continuing on with the weekly super sounds until all have been introduced and practiced. At the end of each week, students could have a tasting of foods or treats that begin with that week’s super sound.

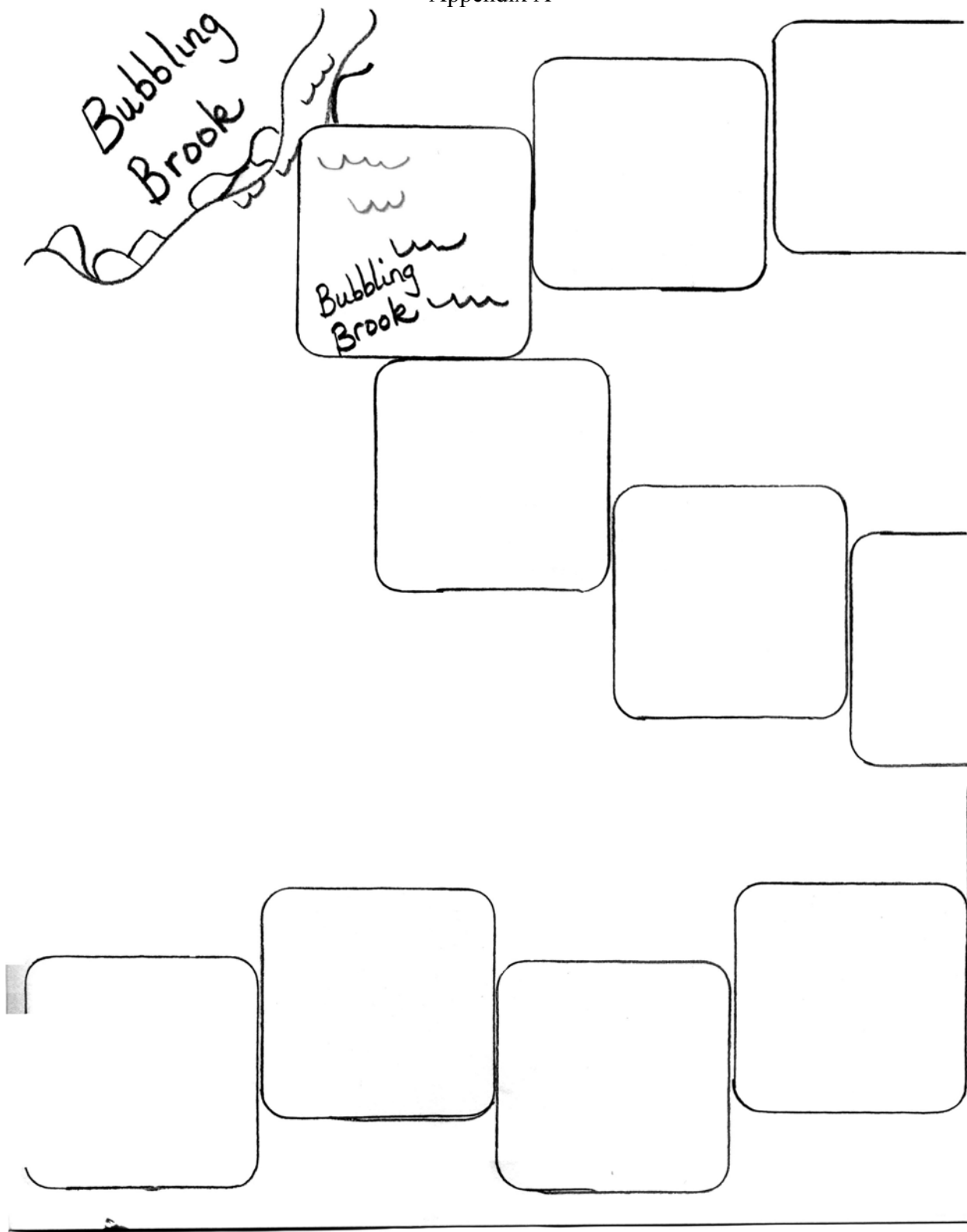
VI. HANDOUTS/WORKSHEETS

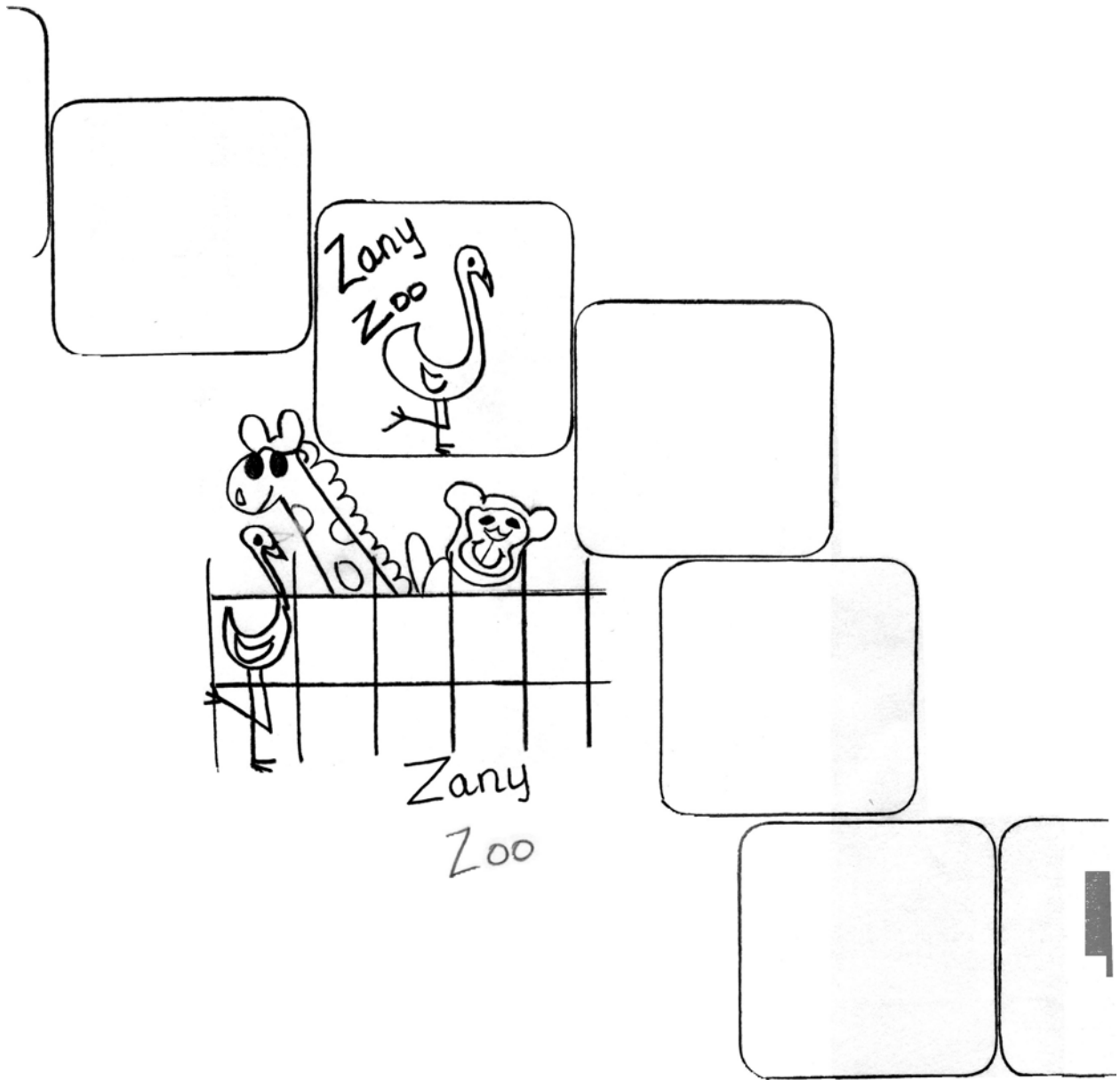
- A. *Letter Land Game Board- Appendices A,B, and C*
- B. *Letter Land Game Cards- Appendices D &E*
- C. *Memory Game Cards- Appendices D & E*
- D. *Assessment Card- Appendix F*
- E. *Blank Assessment Card- Appendix G*
- F. *BINGO Card- Appendix H*

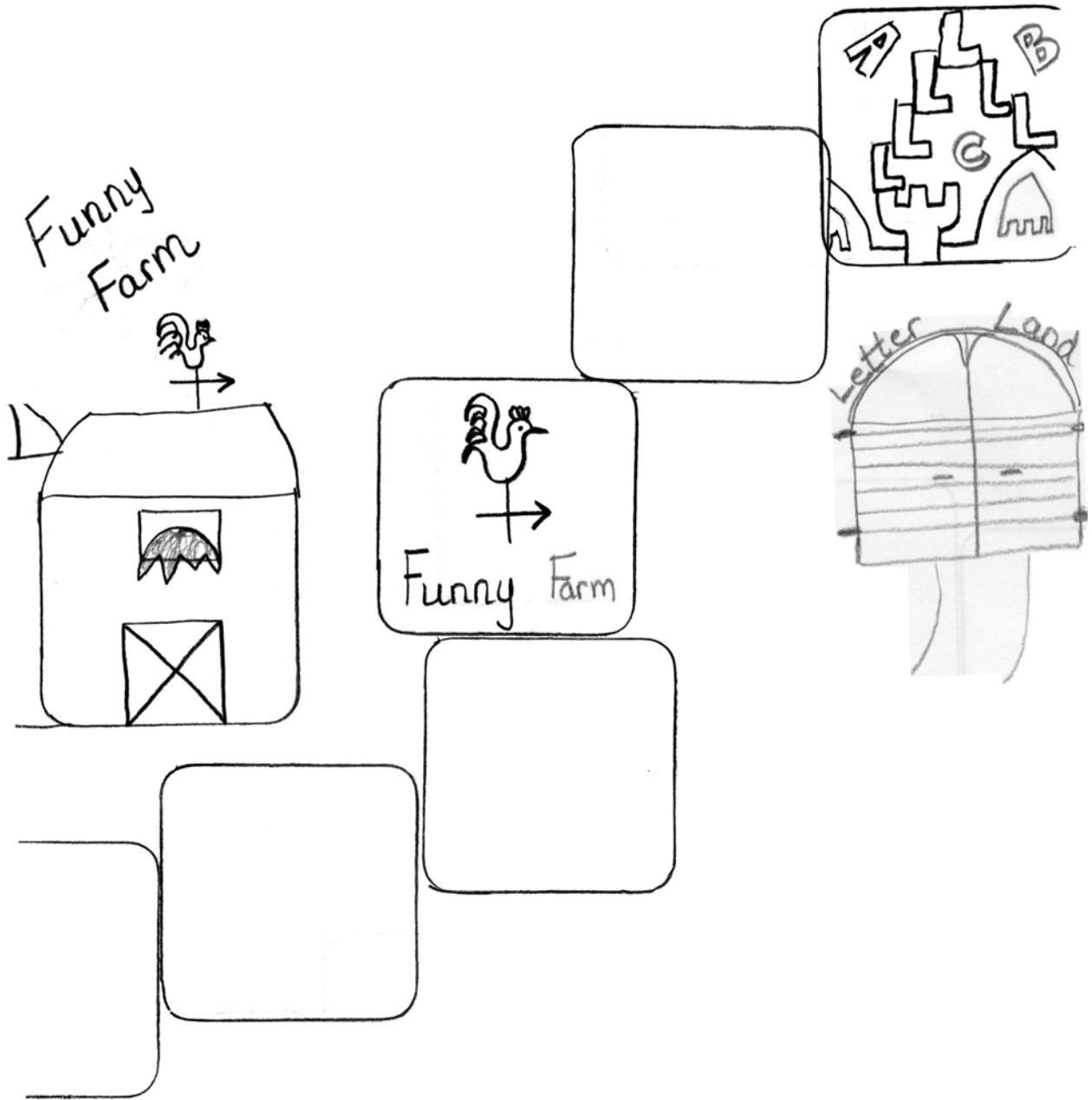
IX. BIBLIOGRAPHY

- A. *Core Knowledge Preschool Sequence*, Charlottesville, VA: Core Knowledge Foundation, 2000. 1-890517-21-6.
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Appendix A







Appendix D

AA	A	B	BB	C
CC	D	DD	E	EE
F	FF	G	GG	H
HH	I	II	J	JJ
K	KK	L	LL	M
MM	N	NN	O	OO
P	PP	Q	QQ	R

Appendix E

S	SS	T	TT	U
V	VV	W	WW	X
XX	Y	YY	Z	
ZZ	Funny Farm	Zany Zoo	Bubbling Brook	

Appendix F

The Evaluation Assessment Card

Insert the letters you have introduced and practiced in your classroom.

Evaluate each child's mastery of the sound identification by calling out a sound for each row. Only one row is showing at a time. Make the sound and have the child circle the letter that makes that sound.

A	S	R	M	T
T	M	S	R	A
M	A	T	S	R
S	R	M	T	A
R	T	A	M	S
T	S	M	A	R

Appendix G

Blank Evaluation/Assessment Card -Insert the letter sounds you want to check for student mastery.

Appendix H

Bingo Card: Insert the letter sounds you want to practice. Use the needed memory cards from Appendices D & E.

Turn the cards upside down and draw from these to play the game.

Letter or Sound Bingo
