

Letter Names and Letter Sounds



Suggested Group Size

Whole Group (Letter Sound/Name); Small Group (Letter Names and Letter Sounds)

Objective(s)

The children will identify letter names and letter sounds.

Activity

Children will determine if their object begins with the same letter sound as the target letter.

Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **IV. Language, Communication, and Emergent Literacy**
 - **F. Emergent Reading**
 - **F.3.** Shows alphabetic knowledge
 - **F.3.a.** Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named).
 - **F.3.b.** Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).
 - **F.3.c.** Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).
 - **F.3.d.** Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).

Materials

- A form of tactile letters (e.g., sand paper letters, magnet letters)
- Objects that start with the target letter sound
- Objects that do NOT start with the target letter sound

Procedures

Onset and Rime (Whole Group)

1. Determine the target letter for the lesson.
2. Hold that letter up for all the children to see and say the letter name and letter sound (e.g., "This is the letter A and it makes this sound /a/.").
3. Compare the target letter with other letters by holding up a second letter and ask the children, "Is this letter our target letter?" Practice with a few letters that are NOT the target letter and a few that are the target letter.
4. Remind the group of the letter name and the letter sound.

Letter Names and Letter Sounds (Small Group)

Note: The small group activity should not be done until the whole group activity is conducted.

1. Remind children of the target letter and letter sound. Be sure to show the children the letter while reminding them of the name and sound.
2. Give each child an object that begins with the target letter's sound.
3. Ask each child what their object is. Then ask them if their object begins with the target letter's sound.
4. Once the child has correctly answered that the object does begin with the target letter's sound, collect the object.
5. Give each child an object that does NOT begin with the target letter's sound.
6. Ask each child what their object is. Then ask them if their object begins with the target letter's sound.
7. Once the child has correctly answered that the object does NOT begin with the target letter's sound, collect the object.
8. Give each child an object, and this time mix up the objects that begin with the target letter's sound and those that do not (e.g., some children will have objects that begin with the target letter's sound and some children will have objects that do NOT begin with the target letter's sound).
9. Ask each child what their object is. Then ask if their object starts with the target letter's sound. Assist the child when necessary.
10. As the children answer correctly, collect the objects.

Adaptations

- Only use objects that begin with the target letter's sound.

Extensions

- **Literacy Center:** Post a target letter. Add containers of objects that begin with the same letter sound as the target letter. Allow the children to practice determining if an object's beginning letter sound matches that of the target letter labeled on the container.
- **Circle Time:** Sing a letter name/letter sound song with the children while holding up the letters.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- determining if their object begins with the same letter sound as the target letter's sound.

Related Standards for Four-Year-Olds

- **III. Social and Emotional Development**
 - **A. Self-Regulation**
 - **A.b. Life/Adaptive**
 - **A.b.1.** Follows rules, agreements, and familiar routines with teacher support