**Blind Pick**

**Literacy Skills / Alphabet Recognition**

**Materials**

1. A large sheet of paper
2. Colorful pens

**Procedure**

1. On the sheet of paper, write letters all over in random order.
2. Hang the paper at a height within reach of the children.
3. Cover the eyes of one child at a time and ask s/he to put his/her finger wherever s/he would like on the paper (similar to Pin the Tail on the Donkey).
4. Have the child open his/her eyes and tell you the letter s/he picked.
5. **EVALUATION**: Correct any incorrect responses.
Colorful Letters
Literacy Skills / Alphabet Recognition

Materials
1. A familiar poem, story, or song
2. Upper-case and lower-case letter cards
3. Crayons or markers

Virginia SOLs
K.9, 1.5

Procedure
1. Pass out a copy of a poem, story, or song to every student.
2. Pick a child to select a letter card and to identify the letter name.
3. Tell the students, “We are going on a hunt to see how many times we can find this letter in our poem.”
4. Locate and circle the chosen letter throughout the selected passage.
5. Repeat this procedure until the children have selected several different letters.

Evaluation:
1. This activity reinforces upper-case and lower-case letter recognition, and the children love their colorful masterpieces.
Feely Sock
Literacy Skills / Alphabet Recognition

Materials
1. One old tube sock
2. Shallow butter tub
3. Small magnetic, wood, or foam letters

Procedure
1. Push the tub in the bottom of the sock.
2. Place a letter form in the tub.
3. Allow children to stick their hands in the sock and feel the letter.
4. Using their sense of touch and knowledge of letter forms, see if children can guess the letter.
5. This makes a great work station for which children work in pairs and try to stump one another.
6. EVALUATION: Ask students to produce the sound of the identified letters.
Letter Bingo
Literacy Skills / Alphabet Recognition

Materials
1. A set of bingo cards labeled with upper-case and lower-case letters
2. Upper-case and lower-case letter cards
3. Markers or chips for each child

Virginia SOLs
K.9, 1.5

Procedure
1. Give each child a bingo card and a set of markers.
2. As letter cards are picked and announced, the child places a marker on any corresponding upper-case or lower-case letters.
3. The first child with four markers/letters in a row calls “Bingo” to win.
4. This can also be played as full card bingo, where all letters must be covered in order to win.
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Bingo Board
Mama and Me
Literacy Skills / Alphabet Recognition

Materials
1. Dark-colored marker
2. Mama and Me picture cards

Procedure
1. Make copies of the Mama and Me picture cards, one set for each student.
2. Ask students to help the Mama animals find their babies. Students will match upper-case mothers with their lower-case children.

Virginia SOLs
K.9
M

3
Name Poster
Literacy Skills / Alphabet Recognition

Materials
1. Blank sheets of paper
2. Magazine pictures and assorted letters
3. Glue
4. Crayons

Procedure
1. Write one letter of a child’s name at the top of each sheet of paper.
2. Ask the child to glue and/or draw the letters and a few pictures of items that begin with the same letter in his/her name.

Print Style Sort  
Literacy Skills / Alphabet Recognition

Materials

1. Old newspapers and/or magazines
2. Index cards
3. Pre-printed, print-style sort cards

Virginia SOLs

K.9, 1.5

Procedure

1. Collect different print styles by cutting letters from newspapers, catalogs, and magazines. You may also print letter cards in various fonts from your computer. Cut the letters apart, mount them on small index cards, and laminate for durability. Use both upper-case and lower-case letters, but avoid cursive styles.

2. You may want to set up a sorting board with labeled categories or simply have children sort on any surface.

3. After modeling the sort with a group of children, place the materials in a literacy work station where children can work independently.

4. Don’t use too many letters at any one time; four or five of eight to twelve font variations is probably enough.

5. VARIATION: If your class previously created alphabet scrapbooks, children can paste cards from the print style sort in the books.

Simon Says Letters
Literacy Skills / Alphabet Recognition

Materials
1. Alphabet cards, enlarged and laminated

Procedure
1. Divide the class into partners and give each pair a set of alphabet cards.
2. Play Simon Says using commands such as, “Simon Says, touch the letter F with your pinky. Simon says, place the letter S on the floor. Simon says, place the letters D and P on your shoe.”
3. Invite eliminated student pairs to sit near you and think of new commands for the others.

Virginia SOLs
K.9, 1.5

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Twisty Letters
Literacy Skills / Alphabet Recognition

Materials
1. Pipe cleaners
2. Letter cards with upper-case and lower-case letters

Procedure
1. Give each student one set of pre-cut letter cards and a handful of pipe cleaners.
2. Encourage children to bend the pipe cleaners to form the letters on the cards.

Virginia SOLs
K.9

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Zip Around
Literacy Skills / Alphabet Recognition

Materials

1. Index cards
2. Zip Around template

Virginia SOLs

K.9, 1.5

Procedure

1. Make Zip Around cards by writing, “I have _____. Who has _____?” on index cards. Fill in the blanks with letters of the alphabet in random order, making sure to include each letter without repeats. The letters should follow a sequence such as, “I have A. Who has G?; I have G. Who has R?

2. The first card reads, “I have A. Who has _____?” The last card reads, “I have Z. It’s ZIP AROUND!”

3. Give a Zip Around card to each student. Make sure that all the cards are passed out.

4. The student with the “I have A” card starts first. The game continues to go around the room until the student with the last card says “I have Z. It’s Zip Around!”

5. VARIATION: This game may be adapted for use as a beginning sound activity (I have /t/. Who has /m/?) or sight words.
Zip Around!

I have...

Who has...

I have...

Who has...

I have...

Who has...

I have...

Who has...

I have...

Who has...

I have...

It’s zip around!
Alphabetical Order
Literacy Skills / Alphabet Recognition

Materials
1. One set of upper-case and lower-case letter cards, letter cutouts, link letters, or magnetic letters

Procedure
1. When your students know 15 letters or more, they can begin to put a set of letters in alphabetical order.

2. Your students can work to arrange upper-case letters in order, and then match the lower-case letters or vise-versa.

3. If this activity seems overwhelming or time consuming, divide the alphabet into halves or thirds.

Virginia SOLs
K.9, 1.5