Concentration
Literacy Skills / Alphabet Recognition

Materials
1. Upper-case and lower-case tiles
2. Select the letters with which the child needs the most work

Procedure
1. Place the letter tiles face down in a square array.
2. Players take turns flipping over two tiles at a time. If the two letters match (upper-case and lower-case), the player keeps the tiles. If a player makes a match, s/he gets another turn.
3. The child with the most matches at the end of the game, wins.

Virginia SOLs
K.9, 1.5

**Alphabet Fan**

Literacy Skills / Alphabet Recognition

**Materials**

1. A box of appropriate word cards for an independent activity
2. Manila paper
3. Markers

**Procedure**

1. Tell children to fold the paper into a fan. Then flatten it out.
2. Count the number of folds and draw the same number of cards from the box.
3. Place the cards in alphabetical order on the table and then copy the words onto the fan in the correct order.
4. The children hand the fan in to be checked by you or peers.

**Materials**

1. Carpeted floor
2. Masking tape

**Procedure**

1. Use large strips of masking tape on the carpet to make the shapes of letters.
2. Give the children enough room to be able to gather and work together.
3. Ask the kids to lie down on the floor in the shapes of the letters. (The number of kids per letter will vary depending on the number of children and the overall size of the letters).
4. Work on one letter or more per week.
5. **EVALUATION:** Encourage each child to be physically active, reinforce the appropriate shape of the letters, encourage self-expression, and encourage the children to work cooperatively.

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 vice-versa.

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

Virginia SOLs

K.9, 1.5

The Alphabet Song and Tracking Activity

Materials
1. Alphabet chart

Procedure
1. Teach the ABC song to the tune of “Twinkle Twinkle Little Star.”
2. Model tracking as the song is sung.
3. Invite students to fingerpoint to the letters as they sing or chant.
4. Afterwards, pick out a few letters for students to identify.

Virginia SOLs
K.9, 1.5

Materials
1. A blank scrapbook or dictionary for each child

Procedure
1. Prepare blank scrapbooks/dictionaries for each child by folding seven sheets of paper in half and stapling them on the crease.

2. Children can practice writing upper-case and lower-case letters on each page.

3. Children can cut out letters in different fonts or styles from magazines or newspapers, and then paste them into their scrapbooks.

4. Children can draw pictures and other things that begin with the corresponding letter on each page.

5. Magazine pictures can be cut and pasted onto the corresponding letter page. These pictures can also be labeled with the beginning letter sound.

6. As children begin to acquire a sight vocabulary, known words can be added to the alphabet book to create a personal dictionary.

Alphabet Eggs
Literacy Skills / Alphabet Recognition

Materials
1. Dark-colored marker
2. Alphabet Eggs template
3. Cardstock

Virginia SOLs
K.9, 1.5

Procedure

1. Create a simple set of puzzles designed to practice the pairing of upper-case and lower-case letters. Using the Alphabet Eggs template, make enough copies for 26 eggs. Cut the eggs in half using a zig-zag line. Make each zig-zag different so the activity is self-checking. Students should say the letters to themselves and put the eggs back together by matching the upper-case and lower-case form.

2. VARIATION: There are many other matching activities that can further the recognition of upper-case and lower-case pairs. In October, for example, pumpkin shapes can be cut into two parts with a zig-zag. In February, heart shapes can be cut apart the same way. Acorn caps can be matched to bottoms, balls to baseball gloves, frogs to lily pads, and more. You may also decide to use the Alphabet Eggs template to make an onset and rime game or two-syllable word game.

Alphabet Eggs
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.
<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>f</td>
<td>g</td>
<td>h</td>
</tr>
<tr>
<td>i</td>
<td>j</td>
<td>k</td>
<td>l</td>
</tr>
<tr>
<td>m</td>
<td>n</td>
<td>o</td>
<td>p</td>
</tr>
<tr>
<td>q</td>
<td>r</td>
<td>s</td>
<td>t</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>I</td>
<td>J</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
</tr>
<tr>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Y</td>
<td>Z</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bingo Board
Letter Matching Activities
Literacy Skills / Alphabet Recognition

Materials
1. Upper-case and lower-case letter cards, tiles, or plastic letters

Procedure
1. Spell out a child's name with letter cards, tiles, or plastic letters.
2. Spell it with upper-case letters in the top row and ask the child to match the lower-case letters in the row below.
3. Mix up the upper-case row and have the child unscramble the letters to form their name once again.
4. Mix up the lower-case row and repeat step 3.
5. VARIATION: Rematch the upper-case and lower-case tiles, letter for letter. Place a blank index card beneath each letter. Write each letter on the blank cards, discussing the details of direction and movement in letter formation.

Virginia SOLs
K.9, 1.5

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
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

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>f</td>
<td>g</td>
<td>h</td>
</tr>
<tr>
<td>i</td>
<td>j</td>
<td>k</td>
<td>l</td>
</tr>
<tr>
<td>m</td>
<td>n</td>
<td>o</td>
<td>p</td>
</tr>
<tr>
<td>q</td>
<td>r</td>
<td>s</td>
<td>t</td>
</tr>
<tr>
<td>u</td>
<td>v</td>
<td>w</td>
<td>x</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>y</td>
<td></td>
<td>z</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>I</td>
<td>J</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
</tr>
<tr>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Y</td>
<td>Z</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>e</td>
<td>f</td>
<td>g</td>
<td>h</td>
</tr>
<tr>
<td>i</td>
<td>j</td>
<td>k</td>
<td>l</td>
</tr>
<tr>
<td>m</td>
<td>n</td>
<td>o</td>
<td>p</td>
</tr>
<tr>
<td>q</td>
<td>r</td>
<td>s</td>
<td>t</td>
</tr>
<tr>
<td>u</td>
<td>v</td>
<td>w</td>
<td>x</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>y</td>
<td>z</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
You've Got Mail
Literacy Skills / Alphabet Recognition

Materials

1. 26 sheets of paper labeled with a letter of the alphabet
2. Envelopes
3. Mailbox or bag

Virginia SOLs
K.9

Procedure

1. Place a letter sheet in each envelope and put all the envelopes in the box or bag.

2. Have children sing the following to the tune of “For He’s a Jolly Good Fellow”:
   I’m sending you a letter/I’m sending you a letter/I’m sending you a letter/
   This letter is for (child’s name).

3. As the children sing, include a different child’s name at the end.

4. The child that is named takes a letter from the mailbox, opens it, and identifies the letter.

5. Continue until all the letters have been opened or until every child has had a turn.

Zip Around
Literacy Skills / Alphabet Recognition

Materials
1. Index cards
2. Zip Around template

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...

It’s zip around!