

EMK: Extending a Meager Knowledge of Letters

Small Group Instruction

Every lesson is a lesson in attention. Marie Clay

*Keep the activity moving at a good pace. This should be completed in 5-7 minutes.

1. Teacher models the formation of the letter by creating a large letter with large motor movement on a stationary whiteboard while verbalizing the letter prompts. Children watch.

3 Ways of Remembering

- Look at the features (Visual Form, marker, salt tray, chalk, magnetic letter, ABC book)
- Say how to make it (Words, verbal description of the movement)
- Feel motion (Large Motor Movement, child "hops on" as the teacher forms the letters, small motor tracing)

2. One at a time a child stands with the teacher at the large whiteboard. The child "*hops on" and "*hand over hand" the child and the teacher trace the large letter several times while verbalizing the letter prompt, saying the letter name at the end of the formation prompt. (Ex. Around, down, a) The children sitting at the table trace in the air with their pointer finger as they verbalize the formation prompt in unison with the teacher. (*Child's pointer finger on their dominant hand "hops on" top of the teacher's pointer finger as they trace in large motions together. This is referred to as "Hand over Hand".)

3. Pass out a ½ sheet of cardstock to each child with the letter printed on it with a wide black marker. Use a dot of glitter glue to mark the starting point. Have the children find the starting point and trace the letter with their writing finger as they repeat the language prompt in a quiet voice. Their voice should match their movement. Help children as needed.

4. Place a salt tray in front of each child with the letter already formed in the salt. Have the children place their finger at the starting point. Children then trace the letter with their writing finger, quietly verbalizing the formation prompt. Their voice should match their movement. Remind them to say the letter name before they repeat the process. Repeat over and over.

5. Give each child a magnetic letter. Say "Find the starting point". The children trace over the magnetic letter as they say the formation prompt. The children then say the letter name. Trace and say over and over again.

6. Place the magnetic letter between cupped hands. Shake and drop the letter onto the table. Orient the letter (turn the letter to the correct position). You may want to place the letter card from step 3 in front of them to scaffold if needed. Repeat several times.

7. Pass out a ½ sheet of paper and a pencil or marker to each child. The child makes the letter as many times as they can on the paper. At first you may need to use a model underneath the paper that they can trace. You can use the ½ sheet of cardstock with the large letter printed once in black marker. They trace the letter over and over. You may also use a model that has average size letters printed several times. You can create this on the computer:

m m m
m m m

8. Locate the letter on your Alphabet Chart. Point to the letter, say the letter name and repeat the chant for that letter. (name,name,picture,sound,sound,picture Ex. M,m moon, mmmm,mmmm, moon)

9. Locate the letter in a short text or poem. Open the book or place a short poem in front of each child and ask the child to point to the letter. "Can you find the ____." "Trace to make sure." "Were you right?"

Extensions:

- Sort groups of partly known letters by salient features (shape, height, lower/upper case)
- Create a letter book by enlarging the ABC chart square for that letter and gluing onto a page in alphabetical order, add different fonts to the page for letters you have worked with
- Chant all the letters on the chant chart that have been taught through EMK