



## Objectives (Letter People & Common Core)

*Students will be able to...*

- Recognize beginning letter in words. (LP: R, AK/AP)
- Identify and name letters in own first name. (LP: R, AK/AP)
- Identify own name and some high-frequency words. (LP: R, R&L)
- ❖ Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. {CC.CLL.1PC.d}
- ❖ Recognize and call classmates and teachers by name. (SL.P.1c)
- ❖ Acknowledge and return greetings and farewells. (SL.P.1c)
- ❖ Recognize the written form of one's first name. (RF.P.1d, RF.P.3b)
- ❖ Recognize the initial letter of one's first name. (RF.P.1d)
- ❖ Associate spoken and written language by matching written word labels with spoken words, such as the students' names. (RF.P.1b)

## Materials

- ✓ Student and Teacher Name Cards
- ✓ Magnetic, Wooden, or Foam Letters
  - Alphabet cards could also be used.
  - Letters could also be written on index cards.

## Anticipatory Set

1. Invite students to join you on the carpet.
2. Students will learn/review each other's names as they welcome their friends to the small center group.
3. Hold up one of the students' Name Cards as you sing the song. Pause to allow students to figure out whose name is on the card.
4. Once you finish the verse, hand the student his/her name card.

*Good morning, <name>.*

*Good morning, <name>.*

*Good morning, <name>.*

*And welcome to small group!*

5. Repeat until all students have their own name card.

## **Activity**

1. Students will jump when they see the first letter of their names. Be sure you have set aside only the cards corresponding to the names of the students who are in the group.
2. Have students sit on the carpet and hold their Name Cards.
3. Explain to the students that you are going to show them some letters and you want them to jump up when they see the letter that is at the beginning of their name. Tell students to watch carefully because this game is going to get tricky!

### **Round 1:**

1. From the set of capital letter cards, select only the letters that correspond to students' first names in the group.
2. As you show each letter, point to the student whose name starts with that letter.
3. Have that student jump up!

### **Round 2:**

1. Show the letter but do not point to the student whose name starts with that letter.
2. Give the student time to recognize the letter on his/her own.
3. Have that student jump up!

### **Round 3:**

1. Add three additional cards to the set with letters that are not at the beginning of anyone's name.
2. Tell students this time there are some tricky letters in the pile. These are letters that are not at the beginning of anyone's name. If they see one, they should say, "*Tricky letter!*" and the teacher will tell them its name.
3. Then, everyone gets to jump up!

### **Round 4:**

1. Collect students' Name Cards.
2. Have students stand up when they see their letter without looking at their Name Cards.

## **Differentiation**

- Higher:
  - Show students the capital and lowercase letter of their first name.
  - If students need a challenge, show them a card with their first name (no picture). Ask them to jump if they see their name.
  - Students will identify the first letter in their names independently.
  - Optional: If students need a challenge, ask them to identify the letter-sound associated with the first letter of their name.
- Lower:
  - Show students only the capital letter of their first name.
  - If students are successful at recognizing the first letter of their name, show them their Name Card (with picture). Ask them to jump if they see their name.

### **Possible Modifications**

- ❖ When playing Round 4 of the game, students will keep their Name Cards.
- ❖ For students struggling to identify the first letter in their names, use different colored letters (magnetic/foam letters or alphabet cards/letters on index cards). Hold up the letter and say: <John>, jump if this letter is <green>. Then, direct that student's attention back to their Name Card. Point to the first letter. Hold the letter (magnetic/foam/alphabet card) next to their name card. Help them to notice that both letters are the same.

### **Assessment**

- Informal observation of where each student is in his or her development of listening skills.
- Informal observation of students' ability to recognize the written form of their first name.
- Informal observation of students' ability to identify the first letter in their names.
- Informal observation of students' ability to recognize and call classmates and teachers by name.