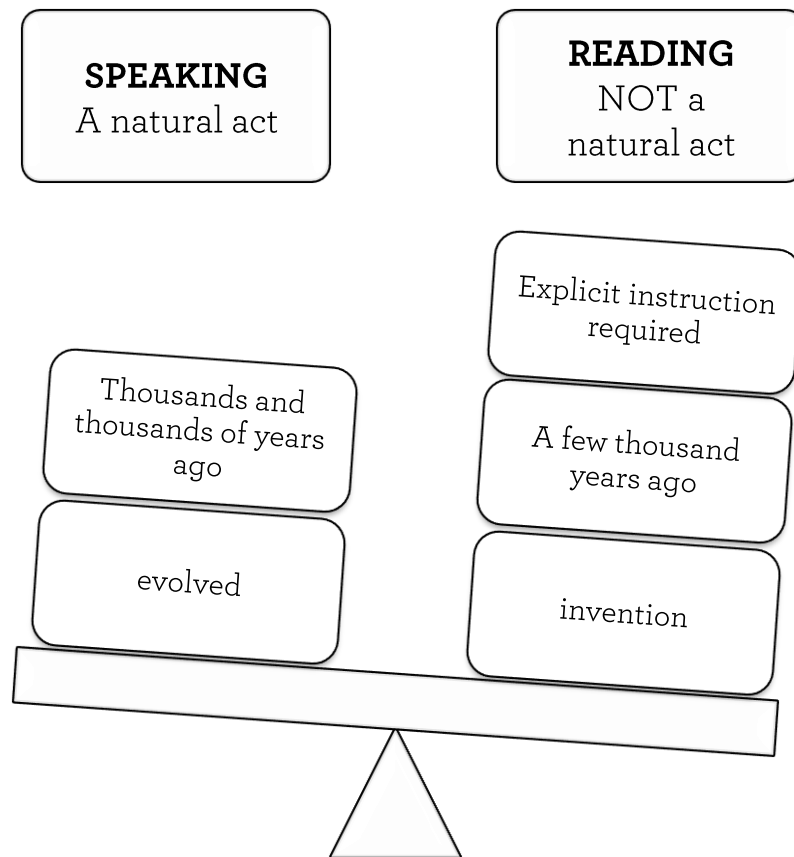


EARLY LITERACY: THE IMPORTANCE OF LETTER RECOGNITION



(Gough & Hillinger, 1980; Wolf, 2007)

WHAT RESEARCH SAYS

- Knowing the names of letters facilitates learning the sounds that the letters represent.
- Young learners who are quick to recognize letters are quick to recognize words. (Adams, 1990)

ACTIVITIES

Book Walk

1. Present the book you'll read with your student. Say: "Let look at this book. Here's the front of the book. Here's the back of the book. When we read, we read from the front of the book to the back of the book."
2. Open the book to any page. Say: "This is a page. When we read a page, we read from top to bottom and from left to right."
3. Open the book to any page. Say: "Show me a picture." [Student points to a picture.] "Now, show me a word." [Student points to any word. Turn to pages and have student identify pictures and words.]
4. Say: "The title of a book is the name of the book. The title of this book is _____. The author is the person who writes the book. The author of this book is _____. The illustrator draws the pictures. The illustrator of this book is _____."

In addition to reviewing the parts of the book, you are reinforcing valuable academic language, such as *front*, *back*, *top*, *bottom*, *left*, *right*, *title*, *author*, and *illustrator*.

Letter Detective

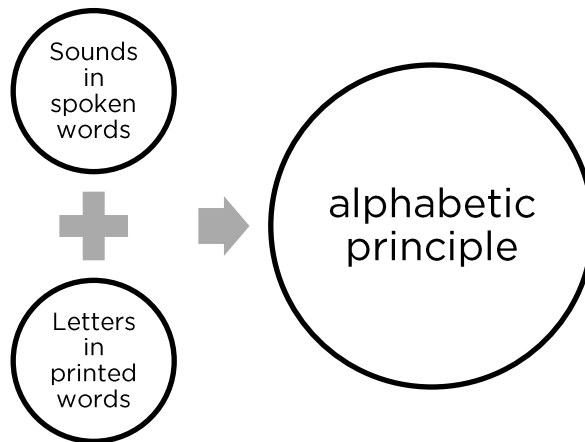
Ask the student to find capital letters on pages in the book you'll read to your student.

Say: "A detective searches for things. You can be a detective. I want you to search this page and find the capital letter T." [Student points to capital T.] "I'll turn the pages of the book as you search for the capital letters I name." [Name capital letters for student to find.]

Rapid Letter Recognition Chart

1. Present a Rapid Letter Recognition chart. [Two charts are in this handout.]
2. Name the letters in the first row.
3. Student names letters in the first row and continue naming.
4. Goal: Student names at least 60 lowercase letters in one minute.

Start with the Rapid Recognition Chart for capital letters. The capital letters are less reversible and not as easily confused as lowercase letters are. Think about a lowercase *b* that looks like a lowercase *d* that looks like a lowercase *p* or a lowercase *q*. Once students know the names of letters, they can recognize any shape of the letter--lowercase, cursive, or print--with greater ease.



Making Words

1. Lay out 6 to 8 letter tiles. [Cut apart the letter tiles on page 7 and place the tiles in envelope or plastic bag for future use. For easier manipulation, run page 7 on cardstock before cutting apart.]
2. The student names letters and says the sound of each letter. [All vowels will be short vowels: /ă/ as in *apple*, /ĕ/ as in *echo*, /ĭ/ as in *itch*, /ŏ/ as in *octopus*, and /ŭ/ as in *umbrella*.]
3. Using 6 to 8 letter tiles, have the student make and read words. [See the sample dialogue in the box below.]

Sample Dialogue for Making Words

The student has the letter tiles: *i, a, n, s, t, p*.

Say:

- “Find the letters that spell *it*.” [Student moves the *i* and *t* tiles and reads the word.]
- “If that says *it*, spell *sit*.” [Student adds *s* and reads the word.]
- “If that says *sit*, spell *pit*.” [Student replaces *s* with *p* and reads the word.]
- “If that says *pit*, spell *pat*.” [Student replaces *i* with *a* and reads the word.]
- “If that says *pat*, spell *pan*.” [Student replaces *t* with *n* and reads the word.]
- “If that says *pan*, spell *tan*.” [Student replaces *p* with *t* and reads the word.]
- “If that says *tan*, spell *tap*.” [Student replaces *n* with *p* and reads the word.]

THE LITERACY SESSION

SESSIONS 1-14	
Activity	Time
<i>Long or Short Word, Clapping and Counting, Odd One Out, Generating Rhyme or Say-It-Move-It</i>	2 min.
<i>Letter Detective</i> (first four sessions only) or <i>Rapid Word Recognition Charts</i> (uppercase for five sessions and lowercase for five sessions)	1 min.
<i>Naming</i>	2 min.
<i>Book Walk</i> (first four sessions only)	1 min.
<i>Dialogic Reading</i> Reading the Book Activity Accompanying the Book	remaining time

SESSIONS 15-28	
Activity	Time
<i>Deletion, Addition, Substitution</i>	1 min.
<i>Making Words</i>	3 min.
<i>Naming</i>	2 min.
<i>Dialogic Reading</i> Reading the Book Activity Accompanying the Book	remaining time

Rapid Letter Recognition Chart

E	A	L	D	C	N
O	M	P	B	R	E
H	S	F	T	M	Y
J	K	U	G	I	S
W	Z	V	X	C	Q
P	O	D	L	B	N

Rapid Letter Recognition Chart

e	a	l	d	c	n
o	m	p	b	r	e
h	s	f	t	m	y
j	k	u	g	i	s
w	z	v	x	c	q
p	o	d	l	b	n

Letter Tiles



a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	r	s
t	u	v	w	x	z