**Alphabet Arc Activities**

**Automatic recognition of letters gives a strong indication of how quickly a child will be able to learn the sounds of letters and ultimately read and spell. For children who have not yet attained instant letter recognition and letter/sound correspondence regular Alphabet Arc Activities are recommended.**

**The following activities work on instant letter recognition, the sounds of the letters, the application of sounds to letters for reading and spelling, the alphabet as a sequencing tool, and dictionary use. The activities can be done with capital or lower case letters and mats unless otherwise indicated.**

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| **1. Name Those Letters**   |  |  | | --- | --- | | **Objective:** | Instant letter recognition  Alphabet as a sequencing tool. | | **Materials:** | Alphabet mat | | **Activity:** | Child places their finger on A on the arc and echoes the letters after the adult as s/he points to each letter. |   **2. Chugging Choo-choo**   |  |  | | --- | --- | | **Objective:** | Instant letter recognition Alphabet as a sequencing tool | | **Materials:** | Alphabet mat | | **Activity:** | Child places their finger on A on the arc of the mat and echoes the letters after the adult while pointing to each letter. Ask child to place the pointer finger on Z and put his/her engine in reverse. Child touches and names the letters starting with Z and going backwards to A. |   **3. Run-away Train**   |  |  | | --- | --- | | **Objective:** | Instant letter recognition Alphabet as a sequencing tool | | **Materials:** | Alphabet mat | | **Activity:** | Child places their finger of his/her writing hand on A. Child points to each letter while naming the letter. To prevent having a “run-away-train,” hold up a stop sign or say, “stop” during the activity. The child stops and then starts again touching and naming when the adult says, “Go” or lowers the STOP sign. |   **4. Show Me**   |  |  | | --- | --- | | **Objective:** | Instant letter recognition Alphabet as a sequencing tool | | **Materials:** | Alphabet mat | | **Activity:** | Child places the writing finger on A on the arc on the mat and echoes the letters after the teacher as s/he points to each letter. Ask child to “Show Me a \_\_\_.” Repeat with 5-7 letters. Go as quickly or slowly as the child needs to go. |   **5. Pinky Point:**   |  |  | | --- | --- | | **Objective:** | Instant letter recognition Alphabet as a sequencing tool | | **Materials:** | Alphabet mat | | **Activity:** | Using the pinky finger of the writing hand, the child points to and names the letters of the alphabet. The rules are same as Simon Says. The child only moves to a new letter if the adult says, “Pinky point.” If s/he moves and the adult did not say, “Pinky point”, the child is out. Ex. Pinky point to a. (The child/children move pinkies to a.) Point to g. (The child/children don’t move their pinkies because Pinky did not say to move.) |   **6. How Many Letters?**   |  |  | | --- | --- | | **Objective:** | Instant letter recognition Alphabet as a sequencing tool | | **Materials:** | Alphabet mat | | **Activity:** | Ask the child to put their finger on first letter, A, and count together the number of letters in the alphabet. (26) Ask them to name the first letter (A), the last letter (Z) and the middle 2 letters (M, N). |   **7. Hot Potato**   |  |  | | --- | --- | | **Objective:** | Instant letter recognition Alphabet as a sequencing tool | | **Materials:** | Alphabet mat | | **Activity:** | The adult quickly says a random letter; the child repeats the letters as s/he quickly points to the letters. | | **Extension:** | Adult gives the sound of a letter and the child quickly echoes the sound, names the letter, and points to the letter. |   **8. Snap and Clap**   |  |  | | --- | --- | | **Objective:** | Instant letter recognition Alphabet as a sequencing tool Letter-sounds | | **Materials:** | Alphabet mats | | **Activity:** | The child repeats the letters of the alphabet clapping when they say a consonant letter and snapping when they say a vowel. (Point out that consonants are blue and vowels are red on the mats.) |   **9. On Your Back!**   |  |  | | --- | --- | | **Objective:** | Instant letter recognition Alphabet as a sequencing tool | | **Materials:** | Capital alphabet mats and capital letters. | | **Activity:** | The child picks a letter from the container and does not show it to the adult/other child The child who picked the letter ‘draws’ the letter on the back of the other adult/child with his/her finger. The adult/child tries to guess the letter that is being drawn n his/her back. They trade turns after the letter is guessed. |   **10. Who Am I?**   |  |  | | --- | --- | | **Objective:** | Instant letter recognition Alphabet as a sequencing tool | | **Materials:** | Alphabet mat, capital letters | | **Activity:** | The adult places a plastic capital letter in the child’s hand behind the child’s back. The child tries to figure out the letter s/he has by the feel. |   **11. Lettero** (group activity)   |  |  | | --- | --- | | **Objective:** | Instant letter recognition Alphabet as a sequencing tool | | **Materials:** | Capital letter alphabet mats and capital letters | | **Activity:** | Each person playing picks 9 letters from his/her set of letters. If someone has difficulty counting to 9, count together and pick letters while counting. Everyone playing places a letter in each square of the grid on the mat. The leader draws letters from a bag of letters and shows the group the letter or writes the letter on a board. When a letter is called, those playing push that letter to its place on the arc. When a player has all 9 letters called, the player calls, “Lettero.” |   **12. Sound off** (Group activity)   |  |  | | --- | --- | | **Objective:** | Instant letter recognition Alphabet as a sequencing tool | | **Materials:** | Capital letter alphabet mats and capital letters | | **Activity:** | Each player chooses 9 letters and places them in the grids on his/her alphabet mat. The leader draws a letter out of his/her bag and says the keyword and sound (not the name of the letter). If the player has the letter that makes that sound, s/he moves the letter to the strip at the top of the mat. Play continues until a player has all 9 letters drawn. The player says, “Sound-off!” |   **13. What’s Missing**?   |  |  | | --- | --- | | **Objective:** | Instant letter recognition Alphabet as a sequencing tool | | **Materials:** | Alphabet mats and letters | | **Activity:** | The child places the letters in the centre of his/her mat and turns the letters right side up. The child is led to find the first letter of the alphabet (A) and place it on the arc at the bottom of the mat. Then the child places each letter of the alphabet on the arc on the mat. After placing the 26 letters, the child touches and names the 26 letters again. The child now works with a partner. One child closes his/her eyes and the other child/adult removes a letter from the arc and holds it so the other child cannot see it. The child opens his/her eyes and checks the arc to find out which letter has been taken. The letter is returned when it is guessed and the other adult/child gets a turn. As the child places the letters back into the bag, s/he says the letter names again. (This game increases in difficulty by the child taking up to 4 letters from the arc and the other child/adult guessing the 4 missing letters). | |