



Alphabet Activities

These activities provide support for a range of ages. The 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.

Activity 1

Objective:

Instant letter recognition
Alphabet as a sequencing tool.

Materials:

Alphabet mat

Activity:

Child places the writing finger on A on the arc and echoes the letters after the teacher/parent as s/he points to each letter. This activity is done daily at the beginning of all alphabet activities. It is a warm-up.

Activity 2

Objective:

Instant letter recognition
Alphabet as a sequencing tool

Materials:

Alphabet mat

Activity:

Child places the writing finger on A on the arc of the mat and echoes the letters after the teacher/parent while pointing to each letter. Ask the child to place the pointer finger on Z. Child touches and names the letters starting with Z and going backwards to A. Repeat 2 times.



Activity 3

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/parent 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

Activity 4

Objective:

Instant letter recognition

Alphabet as a sequencing tool

Materials:

Alphabet mat

Activity:

Ask child to put both arms in the air above their heads. Demonstrate with your back to the child that the right hand is the after hand. Have child lower his/her right arms as they say, "My right hand is my after hand." Ask child to form the pointer fingers of both hands into a pointer and point to the letter T on their mats as they say t. Ask the child to move his/her after (right) hand to the letter after T. Ask the child to name the letter after T. Then ask the child to say in a sentence: "U comes after T." Continue through 4 or 5 more letters with the same process.



Activity 5

Objective:

Instant letter recognition

Alphabet as a sequencing tool

Materials:

Alphabet mat

Activity:

Ask child to put fingers 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).

Activity 6

Objective:

Instant letter recognition

Alphabet as a sequencing tool

Materials:

Alphabet mat

Activity:

The teacher/parent quickly says a random letter; the child repeats the letters as s/he quickly points to the letters.

Extension:

Teacher/parent gives the sound of a letter and the child quickly echoes the sound, names the letter, and points to the letter.



Activity 7

Objective:

Instant letter recognition

Alphabet as a sequencing tool

Materials:

Alphabet mat

Activity:

As the child names the letters of the alphabet, s/he writes the letter on an imaginary chalkboard in the air using just the index finger of his/her writing hand. (Option: Child can write the letter on the palm of his/her not writing hand with the finger of his/her writing hand while saying the letter.)

Activity 8

Objective:

Instant letter recognition

Alphabet as a sequencing tool

Letter-sounds

Materials:

Alphabet mat

Activity:

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.)



Activity 9

Objective:

Instant letter recognition

Alphabet as a sequencing tool

Materials:

Alphabet mat

Activity:

The child says a letter going in alphabetical order e.g. teacher/parent gives 's' and the child starts the alphabet at that point until the end, until the teacher/parent says, "Turn-over!" and gives a new letter.

Activity 10

Objective:

Instant letter recognition

Alphabet as a sequencing tool

Materials:

Alphabet mat and letters

Activity:

The child places the letters in the centre of his/her mat and turns the letters right side up. 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 is led to find and place each letter of the alphabet on the arc on the mat on top of the matching letter. After placing the 26 letters, the child touches and names the 26 letters again. As child places the letters back into the bag, child says the letter names again.

Extension:

When a child is ready, the child places the letters in an arc in order without matching to an alphabet arc mat.



Activity 11

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. 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 closes his/her eyes and the parent/teacher removes a letter from the arc and holds it so the child cannot see it. The child opens his/her eyes and “proves” the arc to find out which letter has been taken. This game increases in difficulty by the parent/teacher taking up to 4 letters from the arc and the child guessing the 4 missing letters.



Activity 12

Objective:

Instant letter recognition

Alphabet as a sequencing tool

Materials:

Alphabet mat and letters

Activity:

The child places the letters in the centre of his/her mat and turns the letters right side up. Child finds and 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 teacher/parent picks a letter out of a bag and the child guesses the letter. The only answers the teacher/parent can give are "yes" or "no." They can ask if the letter is in the first half of the alphabet or they can ask if it is a vowel or a consonant; but they want to guess the letter in as few questions as they can. Lead them to ask questions. This game requires scaffolding in the beginning if your child does not know how to ask questions. Count the number of questions. The goal is to discover the letter in the fewest number of questions.



Activity 13

Objective:

Instant letter recognition

Alphabet as a sequencing tool

Letter-sounds

Application of letter-reading and spelling

Materials:

Lower case alphabet mat and lower case letters

Activity:

The child places the letters in the centre of the mat. Child finds and places each letter on the arc. The child touches and names the 26 letters again. Ask the child to find the letter a and put it in a grid in the centre of their mat. Now ask them to put the t in the grid after the a and read the word. Ask child to add letter to make sat. Change sat to pat, pit, sit, pit, tip, tin, tan, nat, not, nut, cut, cot, cat. Only change one letter with each new word. Ask child to place the letters back into the bag, saying the letter names again.

Extension:

a. Practice spelling consonant -vowel words: no, go, so, wo, we, be, he, me.

b. Practice spelling 'ar' words using: car, far, bar, jar, mar, tar, par, park, bark, mark, lark, dark, hark, hard, lard, card, cart.

or: or, nor, for, fork, cork, corn, born, horn, morn, corn, cord, ford, fort, forth, north



Activity 14

Objective:

Instant letter recognition

Alphabet as a sequencing tool

Materials:

Capital letter alphabet mats and capital letters

Activity:

Childs plays with teacher/parent in pairs. Child picks one letter from his/her bag and names the letter. Repeat for teacher/parent. The person whose letter is closer to Z, says, "I win because ___ is closer to Z than ____." The person with the winning letter puts his/her letter on the alphabet strip at the top of the mat. The person with the losing letter puts his/her letter at the bottom of his/her mat. The person with the most letters at the end of the game is the winner.

Activity 15

Objective:

Instant letter recognition

Alphabet as a sequencing tool

Materials:

Capital letter alphabet mats and capital letters

Activity:

A game for two players. One set of letters is shared. M and N is placed on the arc. Each close their eyes and pick 5 letters each. MN is the "spinner domino." The first player must play the letter before or after MN (LMNO). If the player does not have L or O, then s/he goes to the "bone yard" and takes another letter. Each player can only play one letter during a turn. If the needed letter is not in the "bone yard," the child takes no letter and misses his/her turn. The goal is to be the first player to play all of his/her letters. -

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