**Alphabet Recognition Skills**

*Brief Description:*
Additional alphabet recognition skill activities can be found at:
https://pals.virginia.edu/activities-LS-AR-k.html

**Alphabet Eggs**

**Materials**
Dark-colored marker, alphabet Eggs template (see below), cardstock

**Activity:**
Step 1. Create a simple set of puzzles designed to practice the pairing of upper-case and lower-case letters. Using the Alphabet Eggs template, make enough copies for 26 eggs. Cut the eggs in half using a zig-zag line. Make each zig-zag different so the activity is self-checking. Students should say the letters to themselves and put the eggs back together by matching the upper-case and lower-case form.

Step 2. VARIATION: There are many other matching activities that can further the recognition of upper-case and lower-case pairs. In October, for example, pumpkin shapes can be cut into two parts with a zig-zag. In February, heart shapes can be cut apart the same way. Acorn caps can be matched to bottoms, balls to baseball gloves, frogs to lily pads, and more. You may also decide to use the Alphabet Eggs template to make an onset and rime game or two-syllable word game.

Alphabet Eggs
**Alphabet Scrapbook**

**Materials:**
A blank scrapbook or dictionary for each child

**Activity:**
Step 1. Prepare blank scrapbooks/dictionaries for each child by folding seven sheets of paper in half and stapling them on the crease.
Step 2. Children can practice writing upper-case and lower-case letters on each page.
Step 3. Children can cut out letters in different fonts or styles from magazines or newspapers, and then paste them into their scrapbooks.
Step 4. Children can draw pictures and other things that begin with the corresponding letter on each page.
Step 5. Magazine pictures can be cut and pasted onto the corresponding letter page. These pictures can also be labeled with the beginning letter sound.
Step 6. As children begin to acquire a sight vocabulary, known words can be added to the alphabet book to create a personal dictionary.


**Blind Pick**

**Materials**
A large sheet of paper, colorful pens

**Activity:**
Step 1. On the sheet of paper, write letters all over in random order.

Step 2. Hang the paper at a height within reach of the children.

Step 3. Cover the eyes of one child at a time and ask s/he to put his/her finger wherever s/he would like on the paper (similar to Pin the Tail on the Donkey).

Step 4. Have the child open his/her eyes and tell you the letter s/he picked.

Step 5. EVALUATION: Correct any incorrect responses.

Source: [https://pals.virginia.edu/pdfs/activities/alphabet-rec/blind_pick.pdf](https://pals.virginia.edu/pdfs/activities/alphabet-rec/blind_pick.pdf)
**Colorful Letters**

**Materials:**
A familiar poem, story, or song; upper-case and lower-case letter cards, crayons or markers

**Activity:**
Step 1. Pass out a copy of a poem, story, or song to every student.

Step 2. Pick a child to select a letter card and to identify the letter name.

Step 3. Tell the students, “We are going on a hunt to see how many times we can find this letter in our poem.”

Step 4. Locate and circle the chosen letter throughout the selected passage.

Step 5. Repeat this procedure until the children have selected several different letters.

**Evaluation:**
1. This activity reinforces upper-case and lower-case letter recognition, and the children love their colorful masterpieces.

**Source:**

**You’ve Got Mail**

**Materials:**
26 sheets of paper labeled with a letter of the alphabet, envelopes, mailbox or bag

**Activity:**
Step 1. Place a letter sheet in each envelope and put all the envelopes in the box or bag.

Step 2. Have children sing the following to the tune of “For He’s a Jolly Good Fellow”: I’m sending you a letter/I’m sending you a letter/I’m sending you a letter/ This letter is for (child’s name).

Step 3. As the children sing, include a different child’s name at the end.

Step 4. The child that is named takes a letter from the mailbox, opens it, and identifies the letter.

Step 5. Continue until all the letters have been opened or until every child has had a turn.

**Source:**