Early Literacy Development through Name Recognition

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Abstract
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Early Literacy Development through Name Recognition

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Abstract

Many teachers of Head Start struggle to develop and implement a successful early literacy program in their classrooms. In order to help the teachers, an integrated, inquiry-based Math, Science, and Literacy (MSL) unit was developed and implemented in the Head Start preschool classroom for the period of two weeks. The subjects were fifteen preschool age students and a teacher, a teacher assistant, and a teacher aide. Prior to the implementation of the unit teacher interviews and pre-tests were administered to teachers and students respectively. Teacher interviews focused on teacher's background and knowledge of the early literacy instruction techniques, whereas the pre-tests were meant to determine student's prior knowledge in letter and sound identification. Following the implementation of the unit post-test were administered to students and compared with the pre-tests in order to discover any growth in letter and sound identification. The results indicated an average increase of four letters per student in upper and lower case letters, as well as, in letter sound identification. The increase in the results demonstrated that the MSL thematic unit was effective at promoting better literacy development in Head Start preschool children.
Early Literacy Development through Name Recognition

My inspiration for this research comes from a teaching experience in a Head Start early childhood program. During my first year of teaching, I struggled to develop a literacy-based curriculum for a preschool classroom. My goal at a time was to prepare students for kindergarten. With very limited experience in early childhood language acquisition, I did not know how to accomplish this challenging mission. In my mind I had a fear of students failing their future literacy exams due to my inexperience as a Head Start educator. The only armor was my deep belief in the importance of inquiry-based integrated instruction. While observing students during their first week of school, I noticed children had very short attention spans for the things that did not interest them, but stayed extremely focused for extended periods of time on the activities of their choice and interest. I knew in order for students to learn and retain a literacy instruction, I had to base my teaching method on their common interests. At this age students are proud of saying, hearing, writing and reading their names. Therefore, I developed and implemented an inquiry-based integrated unit in my preschool classroom which centered upon a child's own interest in his or her name. I thought, "What better way to introduce a literacy program than doing something that each child is proud of and will enjoy learning about?" The unit turned out to be a great success.
Currently I am employed at Wayne County Head Start Program as an Early Childhood Development Specialist. My responsibilities include: 1) planning activities, 2) providing technical assistance and training programs that assist education staff in the development of their skills, 3) evaluating teaching staff performance, and 4) working with parents and staff to develop a quality education program for Head Start children and families. As an Early Childhood Development Specialist, I see the struggles that teachers encounter trying to promote and develop a successful literacy program in their classrooms. With current advocacy by the Bush administration toward higher standards in early literacy education, I could not ignore the need to provide the Head Start education staff with just one of many ways to promote a literacy development within the Head Start centers. This is a first step towards accomplishing higher literacy standards within our schools. The key to literacy development is to educate teachers as well as to provide them with solid opportunities for implementing a well developed, integrated inquiry-based literacy unit in their classroom.

The combined importance of integrated, inquiry-based unit and children own interests in their names plays an important role in early literacy development. Bloodgood (1999) accepts name recognition as an important first step toward literacy and traces writing development through the levels of its refinement.
Likewise, Ferguson (1975) found children's name-writing ability at the beginning of kindergarten a reliable predictor of reading ability and a valuable method for evaluating written language acquisition.

Another important aspect in early language acquisition is inquiry. The famous phrase that describes inquiry-based instruction best is: "Tell me and I will forget. Show me and I will remember. Involve me and I will understand" (Confucius, n. d.).

Finally, the integration of subjects provides young children with opportunities to understand how different disciplines correlate together in a meaningful content to make better sense of the world around them. The National Research Council (2000) states "children who attend well-planned, high-quality early childhood programs in which curriculum are specified and integrated across domains tend to learn more and are better prepared to master the complex demands of formal schooling" (p. 6).

The focus of this research will center on the basic question - How can an integrated, inquiry-based thematic unit which focuses on a child's name recognition and identification promote literacy development in Head Start preschool children?
Early Literacy Development through Name Recognition: A Literature Review

Introduction

There are five major concepts that play an important role at forming an understanding of the research question: 1) inquiry, 2) integrated curriculum, 3) child's name recognition and identification, 4) early literacy development, and 5) the Head Start program.

According to Lind (1999), the concept of inquiry is already a familiar term in a preschool environment. Children naturally explore the world around them and ask questions about it. Inquiry promotes literacy through the use of daily conversations and questions (Wells-Linfors, 1999). Many, however, will argue that inquiry concepts are too formal, abstract and theoretical to understand at preschool age level (Johnson, 1999).

The second concept is an integrated curriculum. Research shows that when a theme is carried through all the areas or disciplines it helps to make sense of the world (Clements, 2001). The interconnectedness of subjects brings on a better understanding. Literacy concepts do not have to be introduced only during language lessons, they should occur throughout the day, and affect every discipline in order for the children to learn (Wells-Linfors, 1999). However, traditional teaching approaches that emphasize teacher-directed, book instruction are
still practiced in many schools today (Waite-Stupiansky & Stupiansky, 1995). Teacher reluctance to integrate math and science across curriculum is due to "their own incomplete understandings of these academic domains" (New, 1999, p. 145).

The concept of child's name recognition and identification is relatively new. Not a lot of research has been done in this area and all sources basically summarize the benefits of using children's name identification and recognition in promoting literacy development (Bloodgood, 1999). Thus, this section of literature review will only focus on summarization of sources and will not be able to provide a critique of the subject.

The concept of early literacy development starts at birth and progresses rapidly over the next eight years of child's life (National Research Council, 2000). However, the quality of early literacy acquisition depends on the type of literacy instruction the young child receives in the classroom. Children are likely to learn from the instruction methods that focus and build on their interests, prior knowledge, and current understandings (Srtickland & Morrow, 2000).

The last concept is the Head Start program. Head Start originated with a soul purpose of preparing young children from low-income families for kindergarten (U.S. Department of Health and Human Services, 2002). There are some that say the program fell short of its promise due to Head Start program's lack of
standard curriculum and vague Performance Standards (Ravitch, 1998).

In order to get a better understanding, the interconnectedness of the research question, detailed descriptions of each concept and any ties to literacy acquisition need to be discussed.

Inquiry-based Learning

There are different theories on early childhood development and learning. One of them centers on an inquiry-based learning approach. The inquiry-based approach recognizes children's innate ability to construct knowledge through their own explorations and experiences. "Children are encouraged to handle objects, observe and predict results, hear and use language, and collaborate with adults and older children to develop ideas" (Bowman, 1999, p. 41). Students are active participants and explorers of their own learning through hands-on activities and investigations.

Inquiry is a student behavior that involves activity and skills, but the focus is on the active search for knowledge or understanding to satisfy students' curiosity. In inquiry, educators should not expect children to discover everything for themselves, rather they should focus on relating new science knowledge both to previously learned knowledge and to experiential phenomena, so students can build a
consistent picture of the physical world (Lind, 1999, p. 79).

Opponents disagree with the belief of preschool children's ability to master certain content at this young age and argue that some young children are simply not ready for formal learning until the age of five or six (Bowman, 1999). Although, they are in support of child-initiated, hands-on activities during play, they argue that at this age children should be in charge of their own learning and educators should not push them or challenge the children to perform beyond students' individual abilities. In response to this theory New (1999) states:

While the "hands-on" maxim provides children with valuable opportunities to manipulate and explore the characteristics of scientific materials and mathematical concepts, teacher hesitancy to provide more systematic opportunities for children to reflect upon their ideas and their work makes it less likely that such play-based experiences will guarantee significant conceptual change. This minimization of the teacher's role is supported by the belief that children learn at their own pace, when, in fact, sometimes it is the adults who are moving slowly. (p. 146)

Integrated Curriculum

Traditional teaching separates different disciplines and reinforces concepts of rote learning and memorization strategies
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to teaching (Waite-Stupiansky & Stupiansky, 1995). Today, many schools are still implementing the traditional approach to learning. Even in primary grades teachers are introducing each subject separately from others. Due to the teacher's lack of knowledge in some of the disciplines, they are hesitant to introduce the subjects in the classrooms (Doris, 1991). "Indeed, many early childhood educators readily admit their reticence to explicitly incorporate math and science into their curriculum, based on their own incomplete understandings of these academic domains" (New, 1999, p. 145).

Traditional teaching approach is particularly damaging to young children. Preschool age children "do not perceive or act on their world as if it were divided into separate subjects" (Clements, 2001, p. 270). Young children need to see and experience the correlation between different subjects in order to understand the world around them. Take math for example:

Traditional teaching separates math from other curriculum areas such as language and science, and divides math itself into units such as geometry, measurement, and number operations. But in reality, math activities tap into several areas at once. For example, when two children build block towers as tall as they are, they practice social and language skills as they work together. They also use measurement to decide how high the structure will go,
estimation to think about how many blocks they'll need, and geometry to consider which shapes will stack best on top of one another. If we teach math skills in isolation from other skills, children must take a giant step to put them all back together again (Waite-Stupiansky & Stupiansky, 1995, p. 40). Moreover, "early childhood educators know that authority-based, teacher-centered instruction is inappropriate for preschool children" (Johnson, 1999, p. 19). Integrated instruction in different content areas is a more natural approach to learning for young children.

**Name Recognition**

As young children begin to explore written language, their name becomes a natural interest. During the preschool years children are very interested in learning everything about their names. They develop pride in ownership of their name and letters. This is justified by Bloodgood (1999) who states:

Names are complex entities that serve a variety of functions. They connect us with family and socio-cultural histories; they are part of our socio-psychological identity, signifying who and what we are. Further, personal names provide a way for children to make sense of the print world as they first recognize and then learn to produce their own name. (p. 342)
For many children, names serve as an important criterion to developing new understandings about sound matches, letters and words. Studies suggest:

Name provides a solid connection for children as they learn about the many aspects of literacy. Name games and songs that manipulate syllables, rhymes, and phonemes free children to play with language and alert them to covert sound and word elements. Opportunities to recite and copy name letters provide meaningful access to the alphabet and authentic reasons to exercise graphophonemic knowledge. As the names of family members and friends are added to a growing repertoire of known letters the word forms, letter formation becomes standard and letter-sound connections develop (Bloodgood, 1999, p. 371).

As a preschool literacy experience, the process of learning to write one's name can be highly motivating. Name recognition constitutes an integral part of our identity and is the first word most children write. Through name sign-in on a daily basis, children develop not only the fine motor control, but also the awareness of letters and words that are requirements to other forms of writing (Green, 1998).
Early Literacy Development

Recently, studies have found that emergent literacy development begins not when children enter school, but in the earlier years of the child's life (National Research Council, 2001). The most important period for literacy development is considered to be birth through age eight. Coincidentally, the ability to read and write in early childhood is a determinant factor to future success in school and life (National Association for the Education of Young Children, 1998).

Over the years, a significant number of studies focused on how young children learn to read and write and how teachers can foster literacy development during the first five years of life (National Association for the Education of Young Children, 1998). Through meaningful experiences and interaction with others, children start using visual cues surrounding print in order to determine what something says. "But as they develop an understanding of the alphabetic principle, children begin to process letters, translate them into sounds, and connect this information with a known meaning" (National Association for the Education of Young Children, 1998, p. 3).

During the preschool years, writing ability progress from scribbles to more recognizable letterforms as fine motor skills develop. Usually, by five years old, the child is able to write his name and some familiar words (Sowers, 2000). However, it is
important to point out that children learn to read and write at
different rates and in different ways (High/Scope Educational
Research Foundation, 2000).

Young children are more likely to develop strong literacy
skills when their environment and surroundings build upon their
interests, are meaningful, and literacy instruction methods are
based on what children already know and are able to do
(Strickland & Mandel-Morrow, 2000). Teachers can further foster
literacy development by creating a print-rich environment, where
the classroom is labeled with symbols and words. In the print-
rich environment students explore sounds and language through
storybook reading, provide an array of writing materials and
reasons to write, and introduce the idea of letters and words as
written symbols early. "Preschoolers begin exploring written
symbols by writing the letters of their names and then move on to
familiar words they see around the room" (High/Scope Educational
Research Foundation, 2000, p. 3).

Classrooms filled with print, language and literacy play,
storybook reading, and writing allow children to experience
the joy and power associated with reading and writing while
mastering basic concepts about print that research has shown
are strong predictors of achievement (National Association
Head Start Program

The Head Start Program originated in 1965 with a goal to give a "head start", or prepare the preschool children from low-income families for kindergarten. Today, over 800,000 children nationwide, ages three to five, attend Head Start Programs. (U.S. Department of Health and Human Services, 2002). Children who attend Head Start participate in a variety of educational activities that promote mental, social, emotional, and physical growth. "Besides receiving an educational experience in the classroom, Head Start children receive medical and dental care and are served at least one nutritionally balanced meal each school day" (Jacobson, 2002, p. 32).

Federally sponsored, Head Start receives eighty percent of funding through the Department of Health and Human Services. The remaining twenty percent comes from local community sources. Wayne County Action Program, Inc. (WCAP) has been a Wayne County Head Start grantee since 1967. In 1977, the WCAP took over the direct operation of the Head Start Program in the county.

Although the program has established comprehensive performance standards to support the design and operation, a uniform curriculum has not been adopted throughout all of the Head Start programs. Thus, in 2001, Wayne County Head Start chose to adopt the High Scope curriculum.
The High Scope curriculum approach "is based on the theory that children need active evolvement with people, materials, ideas and events" (Robledo, 2002, p. 4). It is a curriculum where adults and children learn together and is based on the common belief that children learn best when they are pursuing their personal goals and interests. In High Scope Program, "children are encouraged to make their own choices about materials and activities - teachers are trained to support this independence and decision-making" (Robledo, 2002, p. 4).

Some feel the Head Start Program fell short of its promise to provide the disadvantaged children with the same school-readiness and learning skills their middle-class peers gain at home and in their preschools. Some suggest the program lacks a standard curriculum and its vague performance standards make it impossible to account for what children are learning. For example, according to one Head Start performance standard, each center is expected to support an "emerging literacy and numeracy development through materials and activities according to the developmental level of each child. But in reality, an open-ended statement of this kind does not set any performance standards" (Ravitch, 1998, p. 1).

Opponents argue that in order for Head Start to prepare children for public schools
Federal officials should clearly establish school-readiness as a major goal of Head Start. They should develop a curriculum and set standards for what teachers should know and be able to do and what students are expected to learn. The Head Start classroom should be a cognitively enriched environment where children are exposed regularly to literacy, numeracy and problem-solving activities. The aim should be to elevate Head Start from day care to preschool, without sacrificing its valuable social and medical services (Ravitch, 1998, p. 3).

President Bush's recent "No Child Left Behind" plan emphasizes the need to shift focus in Head Start programs from learning through social interaction to cognitive learning (Naito, 2002). "The White House initiatives refocus Head Start on literacy, language and numerical skills" (Naito, 2002, p. 1) and stress their importance in promoting school readiness.

President's proposal, to be tested during the 2002-2003 school year and fully implemented in a Fall of 2003, calls for literacy and language training for the nearly 50,000 Head Start teachers. It also proposes evaluating how well students are learning in the federally funded preschool programs and tying federal subsidies to how well states assess the quality of their programs.
Bush also is calling on Congress to authorize $45 million so that the National Institutes of Health and Education Department can study ways to best teach young children (Labbe, 2002, p.1).

Conclusion

Research on young children's learning indicates that preschool children are capable of learning a lot more and at a greater pace than previously assumed. Young children have an innate desire to learn, experiment and explore. Teachers' instructional methods have to build upon and support children's curiosity and interests. Preschool programs need a curriculum that integrates literacy across different domains to help children make better connections with the world around them.

Whatever changes lay ahead for Head Start, it should not forget its original goal to prepare low-income children for school. In my opinion, the program definitely needs a more specific literacy curriculum with stronger accountability. The way to develop literacy can be achieved through an introduction of an MSL unit based on name recognition, but in order for children to succeed teachers need to be properly trained.
Early Literacy Development through Name Recognition:

Methodology

Introduction

The following model (see Figure A) introduces the connection between the participants, data collection and procedure method used in this study:

![Model Diagram]

**Figure A.** Model displaying relations between participants, instruments of data collection and order of procedure.

Participants

The research will take place in a Sodus Head Start preschool classroom. Fifteen children, three to four years of age, living in the small town of Sodus, New York will participate in this study.

This group was selected due its diversity in age and ethnicity. Twenty two percent of students are African American
and seventy eight are Caucasian. There are thirteen four year olds and two three year old students in the classroom.

The preschool children are homogeneous in background, coming from low-income families with very limited resources. However, the group is educationally more diverse. Six out of fifteen students are diagnosed and are currently receiving special services including speech, occupational therapy, physical therapy and special education. Although parent involvement is an important element of the program, none of the parents have volunteered in the classroom and only five parents have spent some time at home on education related activities with their children.

Children’s literacy experiences also varied. Four children returned for their second year in the program and already had exposure to some literacy activities, while others had very limited literacy experiences or introduction.

Children are in the classroom four days a week, Monday through Thursday from 8:30 a.m. to 1:30 p.m. The daily routine includes minimal formal academic instruction. Emphasis is placed on peer and adult interaction, experiencing the world outside of home, and becoming accustomed to the organization of school. The class has a twenty-minute circle time during which a picture book is read. Planning time and name sign-in activity follows. The remainder of the day is spent on free play (in the variety of
learning centers), breakfast, lunch, outside large motor
activities and rest time.

Teaching methods currently employed in the classroom also
play a major role in its selection. Very little introduction to
literacy, math, and science activities are evident throughout the
day. No signs of subject integration throughout disciplines
are apparent and children’s explorations are not fostered or
guided.

The teaching staff in the room consists of a teacher, a
teacher assistant and a teacher aid. All three have varied
educational backgrounds. The teacher has a Bachelors degree in
education and has been teaching preschool for three years. She
has, however, limited experience and training in early childhood
literacy. The teacher assistant is currently taking Childhood
Development Associate classes and in her second year in the
program. She also has limited knowledge of early literacy
education. The teacher aid has a high school diploma and no
experience or training in early childhood literacy development.
This is her first year with the program.

Materials

Several data sources involved in this research will be pre-
test/post-test (questionnaires), teacher interview and anecdotal
records (observations).
The pre-test will focus on alphabet letters knowledge, identification and recognition, including letter sounds prior to the introduction of an integrated unit. The post-test will have the same make-up as the pre-test and will be able to show any development and progress in letter identification, recognition and sound identification after the introduction of the unit. A teacher interview will be conducted in the beginning of the research to identify her experience in literacy instruction, as well as her knowledge of early literacy development teaching techniques. Anecdotal records will be taken on each child in order to document their progress and concept formation in early literacy acquisition prior and after introduction of the unit.

Procedure

The teacher interview (see Appendix A) will be administered in the beginning of the project in order to determine her experience in early childhood literacy methods. The teacher's knowledge is a factor in language development, and teaching methods used are of significant importance in early language acquisition.

Students will be administered a pre-test (see Appendix B) in order to identify their prior knowledge of alphabet letters recognition and letter sound identification, as well as initial writing skills. Any remarks by children during their pre-test will be recorded in the individual anecdotal records (see
Appendix C). This will help to document each individual thought process and reasoning skills during the pre-test in order to prevent any teacher misconceptions formed about language development.

Next, an inquiry-based math, science and literacy integrated unit (see Appendix D) with focus on child’s own name recognition and identification will be introduced. The unit will be implemented during the two week period. It will focus on promoting language development and growth in letter identification and recognition, letter sound identification and formation, as well as introducing scientific and mathematical concepts in a meaningful and explorative context. After implementation of the unit, a post-test (see Appendix E) will be administered in order to identify areas of growth in language development. The post-test will be compared with the pre-test and any anecdotal records (see Appendix C) will be examined and analyzed in order to properly identify the areas of language development and growth.
References


Early Literacy Development through Name Recognition:

Analysis

Introduction

The analysis section is divided into five key parts: 1) upper case letter identification and recognition, 2) lower case letter identification and recognition, 3) letter sound identification, 4) identifying letters in their first name, and 5) teacher knowledge and experience. The analysis of the data in these five sections will help to answer the research question of: "How can an integrated, inquiry-based thematic unit which focuses on a child's name recognition and identification promote literacy development in Head Start preschool children?".

The first four key parts contain results from pre-test, post-test and anecdotal records applicable to the research question (Figure 2). The pre-test results will show children's letter and sound identification, as well as the ability to recognize letters of their first name prior to the introduction of an integrated, inquiry-based MSL thematic unit. The results of the post-test will focus on the same skills after the MSL unit introduction and anecdotal records will show children's thought process and reasoning skills during the administration of each test. Averages will give a quick view of the overall effectiveness of the MSL unit for the first three of the key parts.
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<table>
<thead>
<tr>
<th>Five Key Parts:</th>
<th>Pre-test</th>
<th>Pre-test Anecdotal Records</th>
<th>Post-test</th>
<th>Post-test Anecdotal Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Case Letter Identification</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Lower Case Letter Identification</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Letter Sound Identification</td>
<td>x</td>
<td>N/A</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>First Name Identification</td>
<td>x</td>
<td>N/A</td>
<td>x</td>
<td>N/A</td>
</tr>
</tbody>
</table>

N/A = No relevant anecdotal records were recorded

Figure 2. Model identifying the first four key parts and their contents.

The last key part examines the results from teacher interview and contains two major sections: 1) educational background and experience, and 2) literacy development techniques used by teachers. The analysis of the results will demonstrate if teaching staff used effective early literacy techniques prior to the introduction of the unit.

**Upper Case Letter Identification and Recognition**

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-Test (UPPER CASE)</th>
<th>Post-Test (UPPER CASE)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheyenne</td>
<td>20</td>
<td>21</td>
<td>+1</td>
</tr>
<tr>
<td>Elijah</td>
<td>1</td>
<td>4</td>
<td>+3</td>
</tr>
<tr>
<td>Ariel</td>
<td>8</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Bryce</td>
<td>1</td>
<td>3</td>
<td>+2</td>
</tr>
<tr>
<td>Godfrey</td>
<td>11</td>
<td>15</td>
<td>+4</td>
</tr>
<tr>
<td>Andrew</td>
<td>3</td>
<td>5</td>
<td>+2</td>
</tr>
<tr>
<td>Monica</td>
<td>13</td>
<td>17</td>
<td>+4</td>
</tr>
<tr>
<td>Heaven</td>
<td>26</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Shian</td>
<td>21</td>
<td>22</td>
<td>+1</td>
</tr>
<tr>
<td>Zachary</td>
<td>4</td>
<td>12</td>
<td>+8</td>
</tr>
<tr>
<td>Gabriela</td>
<td>2</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Faith</td>
<td>0</td>
<td>4</td>
<td>+4</td>
</tr>
<tr>
<td>Tierra</td>
<td>20</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Terry</td>
<td>20</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Dylan</td>
<td>0</td>
<td>4</td>
<td>+4</td>
</tr>
<tr>
<td>Average</td>
<td>10</td>
<td>12</td>
<td>+3</td>
</tr>
</tbody>
</table>

N/A = Absent during post-test administration.

Table 1.
Pre-test Analysis (Upper Case)

Table 1, column 2 shows the results of upper case letter identification before the MSL unit introduction. There were a total of fifteen students taking a pre-test. The goal of the program is for each child to be able to recognize at least ten letters of the alphabet by the end of the school year. At the time of the pre-test administration seven out of fifteen (47%) students could identify more than ten upper case letters of the alphabet.

Pre-test Anecdotal Records (Upper Case)

Out of fifteen students taking the pre-test only one anecdotal record was applicable to the upper case letter identification. All other anecdotal records recorded during the time of the pre-test administration did not apply to the upper case letter identification. While taking a pre-test one of the students could not identify any upper case letters except upper case letter “B” which is also the beginning letter of his name. However, during circle time he recognized and named all of the classmate’s names written on the name cards (see Appendix C). The significance of this lays not in his inability to recognize or identify individual letters, but in his ability to recognize and identify patterns given different letter combinations.
Post-test Analysis (Upper Case)

Table 1, column 3 shows the results of upper case letter identification after the MSL unit introduction. There were a total of eleven students taking a post-test. The four students, who were able to take the pre-test, were not present during the post-test administration. Two of them were withdrawn from the program and the other two were absent on the day of the post-test administration. The goal of the program is for each child to be able to recognize at least ten letters of the alphabet by the end of the school year. At the time of the post-test administration six out of eleven (55%) students could identify more than ten upper case letters of the alphabet. Ten out of eleven (90%) students had increase in letter identification and one out of eleven (9%) students had no change in upper case letter identification and recognition. Table 1, column 4 demonstrates that ten out of eleven (90%) students taking the post-test had an average increase of three letters per student in upper case letter recognition and identification after the introduction of the MSL unit.

Post-test Anecdotal Records (Upper Case)

Out of eleven students taking the test only one anecdotal record was applicable to the upper case letter identification. All other anecdotal records recorded during the time of the pre-test administration did not apply to the upper case letter
identification. During the post-test one of the students could identify upper case letter "Y", but could not identify lower case letter "y", which is also the last letter in his name. When he was asked to identify the letters in his name, he got to letter "y" and pointed to the upper case "Y". Closer examination of the sample writing of his name made more sense of his thought process (see Appendix C). He insists on writing letter "y", which is also the last letter of his name using a capital letter. The reasoning behind it might be his formed misconception that beginning and ending letters of his name are supposed to be capital.

**Lower Case Letter Identification and Recognition**

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-Test (lower case)</th>
<th>Post-Test (lower case)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheyenne</td>
<td>25</td>
<td>26</td>
<td>+1</td>
</tr>
<tr>
<td>Elijah</td>
<td>0</td>
<td>6</td>
<td>+6</td>
</tr>
<tr>
<td>Ariel</td>
<td>8</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Bryce</td>
<td>0</td>
<td>5</td>
<td>+5</td>
</tr>
<tr>
<td>Godfrey</td>
<td>16</td>
<td>17</td>
<td>+1</td>
</tr>
<tr>
<td>Andrew</td>
<td>1</td>
<td>8</td>
<td>+7</td>
</tr>
<tr>
<td>Monica</td>
<td>12</td>
<td>17</td>
<td>+5</td>
</tr>
<tr>
<td>Heaven</td>
<td>22</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Shianne</td>
<td>15</td>
<td>19</td>
<td>+4</td>
</tr>
<tr>
<td>Zachary</td>
<td>2</td>
<td>8</td>
<td>+6</td>
</tr>
<tr>
<td>Gabriela</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Faith</td>
<td>0</td>
<td>4</td>
<td>+4</td>
</tr>
<tr>
<td>Tierra</td>
<td>21</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Terry</td>
<td>21</td>
<td>23</td>
<td>+2</td>
</tr>
<tr>
<td>Dylan</td>
<td>0</td>
<td>6</td>
<td>+6</td>
</tr>
<tr>
<td>Averages</td>
<td>10</td>
<td>13</td>
<td>+4</td>
</tr>
</tbody>
</table>

N/A = Absent during post-test administration
Table 2.
Pre-test Analysis (Lower Case)

Table 2, column 2 shows the results of lower case letter identification before the MSL unit introduction. There were a total of fifteen students taking the pre-test for lower case letter recognition and identification. The goal of the program is for each child to be able to recognize at least ten letters of the alphabet by the end of the school year. At this point in a program seven out of fifteen (47%) of students could identify more than ten lower case letters of the alphabet.

Pre-test Anecdotal Records (Lower Case)

Out of fifteen students taking the pre-test only six anecdotal records were applicable to the lower case letter identification. All other anecdotal records recorded during the time of the pre-test administration did not apply to the lower case letter identification. In the process of taking the pre-test a student identified lower case letter "l" as number "1", due to their close resemblance to each other. Although he knew what number one looked like, he was unable to identify letter "L" simply because he did not know the letter. The letter font used in the pre-test had also confused three other students, who could not identify letter "a", but could identify letter "A". When these students were shown a familiar font they could easily identify it as the letter "a". Two other students named letter "q" as letter "p", at this age some students have a very
difficult time with directional writing, the concept of left and right is not an easy concept to comprehend at this age, therefore children tend to reverse similar letters, thinking they are the same. (See Appendix C).

Post-test Analysis (Lower Case)

Table 2, column 3 shows the results of lower case letter identification after the MSL unit introduction. There were a total of eleven students taking the pre-test for lower case letter recognition and identification. The four students, who were able to take the pre-test, were not present during the post-test administration. Two of them were withdrawn from the program and the other two were absent on the day of the post-test administration. The goal of the program is for each child to be able to recognize at least ten letters of the alphabet by the end of the school year. At this point in a program five out of eleven (45%) students could identify more than ten lower case letters of the alphabet. The decrease of two percent in lower case letter recognition and identification between the pre-test (47%) and the post-test (45%) was due to the absence of the high scoring students during the post-test administration. Have they been present during the post-test administration, the percentage of increase in lower case letter recognition would have been higher than the pre-test. Table 2, column 4 demonstrates that eleven out of eleven (100%) students taking the post-test had an
average increase of four letters per student in lower case letter recognition and identification after the introduction of the MSL unit.

Post-test Anecdotal Records (Lower Case)

Out of eleven students taking the post-test only seven anecdotal records were relevant to the lower case letter identification. All other anecdotal records recorded during the time of the post-test administration did not apply to the lower case letter identification. In the process of taking the post-test six students could not identify letter “a”, but could identify letter “a”, because they were unfamiliar with the font. When these students were shown a familiar font they could easily identify it as the letter “a”. One student named letter “b” as letter “d”. Three and four year old children have a very difficult time with directional writing, the concept of left and right is not an easy concept to comprehend at this age, therefore children tend to reverse similar letters, thinking they are the same. Another student named letter “h” as letter “n”, because of the similarity in the letter form. (See Appendix C).
Letter Sound Identification

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-Test (Letter Sound)</th>
<th>Post-Test (Letter Sound)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheyenne</td>
<td>0</td>
<td>6</td>
<td>+6</td>
</tr>
<tr>
<td>Elijah</td>
<td>0</td>
<td>2</td>
<td>+2</td>
</tr>
<tr>
<td>Ariel</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Bryce</td>
<td>0</td>
<td>2</td>
<td>+2</td>
</tr>
<tr>
<td>Godfrey</td>
<td>0</td>
<td>6</td>
<td>+6</td>
</tr>
<tr>
<td>Andrew</td>
<td>0</td>
<td>3</td>
<td>+3</td>
</tr>
<tr>
<td>Monica</td>
<td>0</td>
<td>5</td>
<td>+5</td>
</tr>
<tr>
<td>Heaven</td>
<td>17</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Shianne</td>
<td>3</td>
<td>10</td>
<td>+7</td>
</tr>
<tr>
<td>Zachary</td>
<td>1</td>
<td>5</td>
<td>+5</td>
</tr>
<tr>
<td>Gabriela</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Faith</td>
<td>0</td>
<td>2</td>
<td>+2</td>
</tr>
<tr>
<td>Tierra</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Terry</td>
<td>0</td>
<td>4</td>
<td>+4</td>
</tr>
<tr>
<td>Dylan</td>
<td>0</td>
<td>3</td>
<td>+3</td>
</tr>
<tr>
<td>Averages</td>
<td>1</td>
<td>4</td>
<td>+4</td>
</tr>
</tbody>
</table>

N/A = Absent during post-test administration

Table 3.

Pre-test Analysis (Letter Sound)

Table 3, column 2 shows the results of letter sound identification before the MSL unit introduction. There were a total of fifteen students taking the pre-test for letter sound identification. The goal of the program is for each child to be able to identify at least ten letter sounds by the end of the school year. At this point in a program only one out of fifteen (7%) students could identify ten or more letter sounds of the alphabet and twelve out of fifteen (80%) students could not identify any letter sounds.

Pre-test Anecdotal Records (Letter Sound)

During the pre-test administration no relevant anecdotal records were taken on letter sound identification.
Post-test Analysis (Letter Sound)

Table 3, column 3 shows the results of letter sound identification after the MSL unit introduction. There were a total of eleven students taking the post-test for letter sound identification. The four students, who were able to take the pre-test, were not present during the post-test administration. Two of them were withdrawn from the program and the other two were absent on the day of the post-test administration. The goal of the program is for each child to be able to recognize at least ten letter sounds of the alphabet by the end of the school year. At this point in a program one out of eleven (9%) students could identify more than ten letter sounds. However, eleven out of eleven (100%) students demonstrated an average four letter increase in letter sound identification after the introduction of the MSL unit (Table 3, column 4).

Post-test Anecdotal Records (Letter Sound)

Out of eleven students taking the post-test only two anecdotal records were relevant to the letter sound identification. All other anecdotal records recorded during the time of the post-test administration did not apply to the letter sound identification. In the process of taking the post-test for letter sound identification two students sung the "Name Songs" that were made up in class in order to promote better letter
sound identification during the introduction of the MSL unit.

(Appendix C)

**Identifying Letters of their First Name**

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test (First Name Letter Identification)</th>
<th>Post-test (First Name Letter Identification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheyenne</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Elijah</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Ariel</td>
<td>B &amp; LC (2)</td>
<td>N/A</td>
</tr>
<tr>
<td>Bryce</td>
<td>B</td>
<td>B &amp; LC (3)</td>
</tr>
<tr>
<td>Godfrey</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Andrew</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Monica</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Heaven</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>Shian</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Zachary</td>
<td>B &amp; LC (1)</td>
<td>A</td>
</tr>
<tr>
<td>Gabriela</td>
<td>B</td>
<td>N/A</td>
</tr>
<tr>
<td>Faith</td>
<td>N</td>
<td>B &amp; LC (3)</td>
</tr>
<tr>
<td>Tierra</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>Terry</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Dylan</td>
<td>N</td>
<td>A</td>
</tr>
</tbody>
</table>

A=All; B=Beginning letter; N=No letters; LC=Lower case letter; N/A=Student was absent.

Table 4.

**Pre-test Analysis (First Name Letter Identification)**

Table 4, column 2 shows the results of student’s ability to identify letters of their own name before the introduction of the MSL unit. Out of fifteen students thirteen (87%) could identify the beginning upper case letter in their name, seven (47%) could identify all the letters in their name and two (13%) students could not identify any letters in their name.

**Pre-test Anecdotal Records (First Name Letter Identification)**
Out of fifteen students taking the pre-test, no anecdotal records relevant to student’s ability to identify letters of their own name were recorded.

**Post-test Analysis (First Name Letter Identification)**

Table 4, column 3 shows the results of student’s ability to identify letters of their own name after the introduction of the MSL unit. There were a total of eleven students taking the pre-test. The four students, who were able to take the pre-test, were not present during the post-test administration. Two of them were withdrawn from the program and the other two were absent on the day of the post-test administration. Out of eleven students eleven (100%) could identify the beginning upper case letter in their name, nine (82%) could identify all the letters in their name.

Comparing the results of a post-test with a pre-test signified a considerable increase in the first name letter identification after the introduction of the MSL unit. Two out of eleven students went from identifying the beginning letter of their name to identifying all the letters in their name, one went from not being able to identify any letters of his first name to identifying all of the letters in his name, and another one of the eleven students went from not being able to identify any letters of her first name to identifying the beginning and three lower case letters in her name.
Post-test Anecdotal Records (First Name Letter Identification)

Out of fifteen students taking the post-test, no anecdotal records relevant to student’s ability to identify letters of their own name were recorded.

Teacher Knowledge and Experience in Early Literacy Instruction

Teacher Interview

The teacher interview (Appendix A) was administered in the beginning of the research in order to determine the experience of the classroom staff in early childhood literacy methods. The teacher's knowledge is a factor in language development, and teaching methods used are of significant importance in early language acquisition.

Educational Background and Experience

There are teacher, teacher assistant and teacher aide in the classroom. The teacher has a Bachelor degree minor in Education and is currently on her last semester of Masters with certification in elementary and special education. Teacher has been teaching at Head Start for four years. Her experience and education indicate a significant level of expertise and knowledge in the field of elementary education. However, the effectiveness of her literacy instruction was not evident based on the low pre-test scores in letter and sound identification.

The teacher assistant is a High School graduate, she graduated from a two year college with a Business degree and this
is her first year of taking Childhood Development Associate degree classes. She has two years of experience working in the preschool classroom environment. Judging by her responses to the interview questions, she has very little knowledge or expertise in preschool literacy development.

The teacher aid has a high school diploma and no experience or training in early childhood literacy development. This is her first year with the program. The only experience she has is the experience of bringing up her own children and few in-service trainings provided by the organization. She did not have any training in early childhood language and literacy development.

**Literacy Development Techniques Used by Teachers**

The early literacy techniques described by the classroom staff in the interview did not demonstrate a significant knowledge of early literacy development. The language development techniques described in the interviews were: 1) prompting children to elaborate and describe things, 2) using constant probing and communication in the classroom, 3) introducing new things and tying the old with the new to encourage children’s participation, 4) using “I-Care” language, and 5) asking open-ended questions (Appendix A).

Prompting children to elaborate and describe things, as well as, using constant probing and communication or open-ended questions in the classroom develops and builds better vocabulary
knowledge and sentence formation, however, these techniques do not promote letter recognition and identification in preschool children. Likewise, using the “I-Care” language is not an early literacy development technique, but a set of established rules in the classroom. By using “I-Care” language children learn to treat each other with respect and consideration, as well as acknowledge each other’s feelings, however, classroom “I-Care” rules do not develop skills in letter recognition or identification.

Introducing new things and tying the old with the new to encourage children’s participation is a strategy that can improve children’s letter identification and recognition skills in cases where the new things introduced are words that start with specific letters or letters themselves.
Early Literacy Development through Name Recognition: Discussion

The administration of the pre-test helped to identify children’s ability to recognize and identify letters and letter sounds of the alphabet before the introduction of an MSL unit. In order to determine the effectiveness of the unit the post-test was administered after the two week of the MSL unit introduction.

The results indicated an average increase of three letters in upper and four letters in lower case letter identification and recognition, as well as in letter sound identification after the introduction of the MSL inquiry-based thematic unit. This means ninety to one hundred percent of students demonstrated growth in letter and sound identification.

The most significant increase, which also reinforced the effectiveness of the unit at promoting better literacy skills in preschool age children, was the ability of each student to identify letters of their first name. Because the unit focused on integrating name recognition and identification throughout the disciplines, identifying letters in their own name was the key part in determining the success of the unit. Six out of eleven (55%) students showed increase in their ability to identify letters in their first name after the introduction of the MSL unit, the rest of the five students were already able to identify all the letters in their name prior to the presentation of the unit.
Examining the low scores of the pre-test and judging the teacher interview responses (Appendix A) signified a lack of effective literacy instruction prior to the presentation of the unit. Although there were three teaching staff members in the room, the teacher is the one who is ultimately responsible for overseeing the deliverance of the developmentally appropriate literacy instruction in the classroom. The requirement of the Head Start Program is for each child to be able to identify at least ten letters of the alphabet by the end of the school year, with only eight weeks left of school, this requirement will be tough to fulfill considering that an average child learns one letter in two weeks, and half of the children in the classroom could recognize less then five letters of the alphabet at the time of the pre-test administration. However, after the two weeks of MSL unit introduction an average learning capacity of a child had increased from one to four letters per two weeks.

The increase in the results demonstrated that the MSL integrated, inquiry- based thematic unit based on name recognition and identification was effective at promoting better literacy development in Head Start preschool children. Therefore, literacy instruction becomes an important component to the development of literacy skills.

The MSL unit served as an effective tool at not only increasing the letter identification skills in preschool
children, but also helping me to become a better instructional leader at Head Start. By working in Sodus Head Start classroom with the teachers who had various educational backgrounds, experience and literacy development techniques, during the MSL unit presentation, I observed an immediate improvement in their instructional deliverance. My instructional strategies during the MSL unit presentation helped the teachers become more effective instructors in their classroom, therefore, the MSL unit presentation can benefit all of the Head Start education staff. In September of 2003, I plan to train the Head Start educators, during the staff development days, on how to successfully implement the MSL unit in the classrooms in order to promote better literacy skills in preschool age children, as well as monitor teacher's successful implementation of the MSL unit by team teaching the unit with them and providing support to the education staff throughout the year.

Throughout the research my goal was to promote better literacy development in preschool age children through the implementation of the integrated, inquiry-based MSL unit with focus on a child's name recognition and identification. However, I would also be curious to see if this unit had an increase on the development of scientific and mathematical abilities in preschool age children. If so, the whole curriculum based on
similar subject matter can be developed and implemented throughout the Head Start program.
Appendix A

Teacher Interview

- Describe your educational background.

- What is your specialization area?

- How many years of early childhood teaching experience do you have?

- List classes or training sessions attended in early childhood language/literacy development.

- What are some of the effective language development techniques you use in the classroom?
Appendix A

Teacher Interview

- Describe your educational background.
  The only educational background that I have is:
  High School Diploma
  *The learning experience that I have everyday working
  with the children at Sodus Head Start.*
- What is your specialization area?
  Working with the children in my class!
- How many years of early childhood teaching
  experience do you have? *The only childhood
  experiences I have are: the experiences
  of bringing up my own two children, and
  the inservices provided by the agency.*
- List classes or training sessions attended in
  early childhood language/literacy development.
  None as of yet.
- What are some of the effective language
  development techniques you use in the
  classroom?
  I try to ask open-ended questions.
  I follow the 2 Care Rules: *I use J Care Language*
Appendix A

Teacher Interview

- Describe your educational background.
  BA - minor in education. Currently in last semester of Masters and Certification elem/special
- What is your specialization area?
  Elementary/ special education
- How many years of early childhood teaching experience do you have? 4th year of program
- List classes or training sessions attended in early childhood language/literacy development.
  Training required for degree plus Headstart required trainings
- What are some of the effective language development techniques you use in the classroom?
  - Prompt to get children to elaborate and describe things.
  - Constant probing and communication in classroom.
  - Introducing new things and incorporating old in with the new to encourage
Appendix A

Teacher Interview

- Describe your educational background.
  I graduate from High School and I went to College for 2 years, and I'm now taking my CNA.

- What is your specialization area?
  I work with 3+4 years old. I'm a teacher assistant.

- How many years of early childhood teaching experience do you have? 2 years

- List classes or training sessions attended in early childhood language/literacy development.
  All that Headstart language and literacy class that they have.

- What are some of the effective language development techniques you use in the classroom?
  I care cat language, open end questions.
Appendix B

Pre-test

Letter Name and Sound Assessment

Name

Circle incorrect answers.
• Have child identify upper and lower case letter by name.
• Have child identify each letter by sound.

Date_____________________

Letter Name

O J U C Y L Q M D N S
X I E G R V T A F K P
W Z B H
o j u c y l q m d n s w z
x i e g r v t a f k p b h
Letter Sound

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

Pre-test

Letter Name and Sound Assessment

Name

Tierra

Circle incorrect answers.

• Have child identify upper and lower case letter by name.
• Have child identify each letter by sound.

Date 2/26/13

Letter Name

O J U C Y L Q M D N S
X I E G R V T A F K P
W Z B H
o j u c y l q m d n s w z
x i e g r v t a f k p b h
Letter Sound

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

Pre-test

Letter Name and Sound Assessment

Name: Gabriela

Circle incorrect answers.
- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date: 3/10/03

Letter Name

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

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

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

Pre-test

Letter Name and Sound Assessment

Name: [Handwritten Name]

Circle incorrect answers.

• Have child identify upper and lower case letter by name.
• Have child identify each letter by sound.

Date: 2/26/03

Letter Name

O J U C Y L Q M D N S
X I E G R V T A F K P
W Z B H
o j u c y l q m d n s w z
x i e g r v t a f k p b h
Letter Sound

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

Pre-test

Letter Name and Sound Assessment

Name: [Handwritten Name]

Circle incorrect answers.

- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date: 3/03/03

Letter Name

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

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

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

Pre-test
Letter Name and Sound Assessment

Name ____________________________

Circle incorrect answers.

• Have child identify upper and lower case letter by name.
• Have child identify each letter by sound.

Date ____________________________

Letter Name

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

- Changed answer to the right answer.

1 - One instead of “U” “A” can’t get because not
printed “A”
Letter Sound

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

Pre-test

Letter Name and Sound Assessment

Name

Circle incorrect answers.

- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date 04/26/03

Letter Name

OJUCYLMQMDNS
XEGRVTAFKPBH
ojuclqmdnswz
xiegrvtafkpnbh
Letter Sound

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

Pre-test

Letter Name and Sound Assessment

Name: Bryce

Circle incorrect answers.
• Have child identify upper and lower case letter by name.
• Have child identify each letter by sound.

Date: 3/3/03

Letter Name

OJUCYLMDNS
XIIEGRVTAFKP
WZBH

Recognizes names that start w/ letters but can't identify letter names

OJUCYLMDNSWZ
XIIEGRVTAFKPBH
Letter Sound

O J U C Y L Q M D N S
X I E G R V T A F K P
W Z B H
Pre-test
Letter Name and Sound Assessment

Name Godfrey

Circle incorrect answers.
• Have child identify upper and lower case letter by name.
• Have child identify each letter by sound.

Date 2/27/03

Letter Name

O J U C Y L Q M D N S
X I E G R V T A F K P
W Z B H
o j u c y l q m d n s w z
X I E G R V T A F K P

Letter Sound

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

Pre-test

Letter Name and Sound Assessment

Name: Andrew

Circle incorrect answers.

- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date: 3/03/05

Letter Name

O J U C Y L Q M D N S
X I E G R V T A F K P
W Z B H
o j u c y l q m d n s w z
x i e g r v t a f k p b h
Letter Sound

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

Pre-test
Letter Name and Sound Assessment

Name: MOHICAN

Circle incorrect answers.
• Have child identify upper and lower case letter by name.
• Have child identify each letter by sound.

Date: 3/31/03

Letter Name

O J U C Y L Q M D N S
X I E G R V T A F K P
W Z B H
o j u c y l q m d n s w z
x i e g r v t a f k p b h
Letter Sound

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

Pre-test

Letter Name and Sound Assessment

Name [handwritten: Shyanne]

Circle incorrect answers.
- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date March 3, 2003

Letter Name

O J U C Y L Q M D N S
X I E G R V T A F K P
W Z B H
o j u c y l q m d n s w z
x i e g r v t a f k p b h
Letter Sound

O JUCYLQMDNS
XIIEGRVTAFKP
WZBHZ
Appendix B

Pre-test

Letter Name and Sound Assessment

Name: Zachary

Circle incorrect answers.
- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date: 3/03/03

Letter Name

O J U C Y L Q M D N S
X I E G R V T A F K P
W Z B H
O j u c y l q m d n s w z
X i e g r v t a f k p b h
Letter Sound

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

Letter Name and Sound Assessment

Name

Circle incorrect answers.
• Have child identify upper and lower case letter by name.
• Have child identify each letter by sound.

Date 3/2/83

Letter Name

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

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

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

Pre-test

Letter Name and Sound Assessment

Name: Terry

Circle incorrect answers.
• Have child identify upper and lower case letter by name.
• Have child identify each letter by sound.

Date: 2/24/83

Letter Name

O, O, J, U, C, Y, L, Q, M, D, N, S
W, Z, B, H
o, o, j, u, c, y, l, q, m, d, n, s, w, z
x, i, e, g, r, v, t, a, f, k, p, b, h
Letter Sound

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

Letter Name and Sound Assessment

Name

Dylan

Circle incorrect answers.

- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date 3/03/03

Letter Name

O J U C Y L Q M D N S
X I E G R V T A F K P
W Z B H
o j u c y l q m d n s w z
x i e g r v t a f k p b h
Letter Sound

O J U C Y L Q M D N S
X I E G R V T A F K P
W Z B H
Appendix C
Pre-test (Upper Case)
3/3/03

T - What is this letter?
B - I don't know

During circle time:
T - Calling out/sharing name strips
B - "Tackley", "Stiran", etc.
Pre-test Anekdotes (lower case)
2/24/103

- "What letter is this?" pointing to letter "E"
- "One"
- "What letter is this?" pointing to letter "a"
- "I don't know"

Letter strip
- Can you show me letter "a"
- Points to letter "a"

2/26

- "What letter is this?" pointing to letter "f"
- "P"

Terry: "letter P"

2/26
Post-test (lower case) 3/17/03

7) What letter is this? - "o"  Heyenne - "I don't know"  Shown letter strip alphabet
7) Can you show me letter "a"  Heyenne - Points to letter "a"

Same situation with Shianne, Faith, Elijah & Andrew 3/17/03

Zachary points to letter "y" and said "There is a big "y" in my name."

3/19/03

7) What letter is this? - "b"  Andrew - "d"

3/17/03

Monica, while naming lower case letters, pointed to "h" and called it "n"

3/19/03

Bryce pointed to letter b and said "small b"
Letter Sound - Post test
3/17/03

Q: What sound does this letter make? "e"

Vicki - Sings the name song:

"Elijah eating elk. E. e. e
E is a sound of e."

Claps her hands and smiles.

3/17/03

Q: What sound does letter "A" make?

Zachary singing: "Adrian ate apples,
a, a, a,
A is a sound of a."
# MSL Lesson Plan

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Lesson Plan

Lesson: Die Cut Name Book
Grade: Preschool
Duration: 20 minutes
Domain: Literacy

Performance standard: Alphabet Knowledge
- Shows progress in associating the names of letters with their shapes and sounds.
- Identifies at least 10 letters of the alphabet, especially those in their own name.
- Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Objective: Children will be able to recognize and identify individual letters of their name.

Materials:
- 5" x 5" squares of construction paper
- one square for each letter in the child's name
- one square for each end
- Name strips
- Die cut letters that correspond with each name
- Pictures
- Crayons or markers
- Glue

Procedure:
- Die cut child's name, first letter upper case and remaining lower case.
- Fold all the squares to create an accordion book.
- Glue the child's picture to the first square.
- Teacher writes something about the child on the second square or child can draw something about him/her self.
• Give each child a name strip and die-cut letters of their name.
• Have each child glue their names in the correct order on the remaining strips.
• Read die cut books of each child to the whole class.
• The whole class sings the name song to the tune of "Bingo"
Example: There was a boy who had blonde hair
   And Kyron was his name-o.
   K-y-r-o-n, K-y-r-o-n, K-y-r-o-n
   And Kyron was his name-o.
• Point to each letter as you sing.

Extension activities:

Math:
Performance Standard: Number and Operations
• Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.
• Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
• Develops increasing ability to count in sequence to 10 and beyond.
• Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

Procedure:
• Count the letters in each other names.
• Compare who has a shorter, longer or the same number of letters in their and their friend's names.

Science:
Performance Standard: Scientific Skills and Methods
• Begins to describe and discuss predictions, explanations and generalizations based on past experiences.
• Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.

Procedure:
• Ask children to predict who has the shortest/longest name.
• Have children use scissors and paper to cut out and glue together their own books.
• Have children use stamps, stencils, markers, crayons, etc. to write their own names.
Assessment:
- Have child make their own book and identify all the letters or "read" his/her book to you.
- Anecdotal records
- Post-test
Lesson Plan

Lesson: If Your Name Starts With
Grade: Preschool
Duration: 20 minutes
Domain: Literacy

Performance Standard: Letter Recognition and Identification
• Shows progress in associating the name of letters with their shapes and sounds.
• Identifies at least 10 letters of the alphabet, especially those in their own name.
• Understands that letters of the alphabet are a special category of visual graphics that can be individually named.

Objective: Children will be able to recognize and identify individual letters of their and their friends' names.

Materials:
• Sentence strips
• Letter cards

Procedure:
• The whole alphabet song needs to be sung at once
• You may use only the letter verses that represent the names of the children in the classroom.
• Write verses on sentence strips and display in a pocket chart or hold up a large letter card while singing the song.
• When children hear and see the beginning letter of their name they should act out the movement.
• This song is sung to the tune of "If You're Happy and You Know It":

If your name starts with A turn around.
If your name starts with B touch the ground.
If your name starts with C then stand up and touch your knee.
Clap your hands if your name starts with D.
If your name starts with E wink your eye.
If your name starts with F try to fly.
If your name starts with G blow a kiss up here for me.
If your name starts with H say "Hee Hee!"
If your name starts with I tap your toe.
If your name starts with J say "Jello!"
If your name starts with K then stand up and start to sway.
If your name starts with L say "Ole!"
If your name starts with M make a smile.
If your name starts with N shake a while.
If your name starts with O put your elbow on your toe.
If your name starts with P say "Puppy!"
If your name starts with Q raise your hand.
If your name starts with R you should stand.
If your name starts with S you should pat your head, I guess.
If your name starts with T say your name.
If your name starts with U touch your eye.
If your name starts with V pat your thigh.
If your name starts with W, X, Y, or Z
Then stand up take a bow and say "That's me!"
You can create your own verses.

Extension activities:

Literacy:
• You can do sounds instead of letters.

Math:
Lesson: Letter Count
Grade: Preschool
Duration: 20 minutes
Domain: Math

Performance Standard: Number and Operations
• Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
• Develops increased abilities to combine, separate and name "how many" concrete objects.
• Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantities.

Objective: Children will be able to identify and count how many children's name begin/end with the same letter and how many children have the same letters in their names.

Materials:
• Name strips
• Pocket chart
• Marker
• Poster board paper

Procedure:
• Put name strips in a pocket chart
• Write 10 most common letters found in your class on a poster board one at a time.
• Have each child count different letter (ex. one child finds and counts letters "A" as the beginning/ending sounds in each name only)
• When they are done counting put a number next to the corresponding letter on the poster board paper.
• Compare which letter was used most/least/same, etc.

Science:
Lesson: Play dough Names
Grade: Preschool
Duration: 20 minutes
Domain: Science

Performance Standard: Scientific Skills and Methods
• Begins to describe and discuss predictions, explanations and generalizations based on past experiences.
• Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.

Objective: By the explorative use of tools and materials children will be able to gather information and investigate relationships based on past experiences.

Materials:
• Play dough
• Plastic letter forms (upper and lower case)
• Name strips in the pocket chart

Procedure:
• By looking at their name strips and naming the letters, children will pick out the needed plastic letter forms to form their name with.
• Children will cut out their names using plastic letter forms out of play dough.
• Instruct children to put the letters of their name in order and name each one.
• Sing the name song again and have each child show and sound out the first letter of their play dough name as everyone sings.

Assessment:
• Anecdotal records
• Post-test on letter recognition and identification
Lesson Plan

Lesson: Name Trains
Grade: Preschool
Duration: 20 minutes
Domain: Math

Performance Standard: Number and Operations
• Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
• Develops increased abilities to combine, separate and name "how many" concrete objects.
• Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.
• Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantities.
• Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

Performance Standard: Patterns and Measurement
• Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.

Objective: Child would be able to count, compare and group objects based on specific pattern.

Materials:
• Unifix cubes
• Baggie
• Name strips

Procedure:
• Put name card in baggie.
• Write the letters of the child's name on the unifix cubes and place them in a baggie.
• Children will connect the cubes to make their name using the name cards as a guide.
• Teacher asks questions such as: Who has the longest name train? Who has the shortest name train? Whose name begins with a D? Whose name train ends with f?
• Have children count their train wagons.
Extension activities:

Literacy:
Performance Standard: Letter Recognition and Identification
- Shows progress in associating the name of letters with their shapes and sounds.
- Identifies at least 10 letters of the alphabet, especially those in their own name.
- Understands that letters of the alphabet are a special category of visual graphics that can be individually named.

Objective: Children will be able to recognize and identify individual letters of their and their friends' names.

Procedure:
- Have each child identify and sound off each letter as they make their letter trains.
- Have each child identify and sound off the letters of their friend's name.

Science:
Performance Standard: Scientific Skills and Methods
- Begins to describe and discuss predictions, explanations and generalizations based on past experiences.
- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.

Objective: By the explorative use of tools and materials children will be able to gather information and investigate relationships based on past experiences.

Materials:
- Chalk, markers, crayons, pencils, stamps and paint.
- Paint brushes

Procedure:
- Have each child predict what will happen if they will write on plastic unifix cube with different writing utensils.
- Have them write with the writing instrument of choice on the unifix cubes.
- Discuss results.

Assessment:
- Anecdotal records
• Post-test on letter recognition and identification
Lesson Plan

Lesson: Photographic Memory
Grade: Preschool
Duration: 20 minutes
Domain: Literacy

Performance Standard: Print Awareness and Concepts
• Recognizes a word as a unit of print

Performance Standard: Alphabet Knowledge
• Shows progress in associating the names of letters with their shapes and sounds.
• Increases in ability to notice the beginning letters in familiar words.
• Identifies at least 10 letters of the alphabet, especially those in their own name.
• Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Objective: Child would be able to recognize, identify and match the names of the classmates.

Materials:
• Classmates pictures
• Cardboard
• Glue
• Scissors
• Permanent marker
• Cold laminating film

Procedure:
• Take a close-up picture of each child; then have duplicates developed.
• Cut as many cardboard squares, circles, rectangles and triangles as you have photos.
• Cut each photo to the size of shape (same shape per same name), glue it onto the shape, and then cover the photo with cold laminating film for durability.
• Write students names on the shapes.
• To play, a child turns all shapes photo sides down, then plays until he/she matches all pairs.
• As child plays point out the names written on the shapes and the letter that each name starts with.
• Have children spell out names as they match pairs.
Extension activities:

Math:
**Performance Standard: Number and Operations**
- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.
- Develops increased abilities to combine, separate and name "how many" concrete objects.
- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantities.
- Develops increasing ability to count in sequence to 10 and beyond.

**Performance Standard: Geometry and Spatial Sense**
- Begins to recognize, describe, compare and name common shapes, their parts and attributes.
- Begins to be able to determine whether or not two shapes are the same size and shape.
- Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.

**Objective:** Child will be able to match, count and identify basic shapes.

**Procedure:**
- As the child matches each name and picture have him/her identify each shape.
- Have each child count number of cards he/she matches.

Science:

**Performance Standard: Scientific Skills and Methods**
- Begins to describe and discuss predictions, explanations and generalizations based on past experiences.
- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
**Objective:** Children will be able to compare, explain, and discuss common properties of objects by exploring the use of the variety of tools.

**Materials:**
- Different shapes cut out of wood, plastic, felt, paper, etc.
- Crayons, paint, markers, stamps, pens, pencils, etc.

**Procedure:**
- Children will create their own matching card game by using a variety of materials of their choice.
- Have children share and explain why/how they match.

**Assessment:**
- Anecdotal records
- Post-test on letter recognition and identification
Lesson Plan

Lesson: Letter Clip
Grade: Preschool
Duration: 20 minutes
Domain: Math

Performance Standard: Number and Operations
- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- Develops increased abilities to combine, separate and name "how many" concrete objects.
- Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.
- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantities.
- Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

Performance Standard: Patterns and Measurement
- Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.

Objective: Child would be able to count, compare and group objects based on specific pattern.

Materials:
- Clothespins
- Children's photographs (beginner)
- Name strips
- Permanent marker (red and black)

Procedure:
- Program clothespins with uppercase letters only (black marker) or uppercase and lowercase letters (black marker and red marker), so that you have enough of each letter to spell each child's name.
- Encourage a child to clip matching clothespins onto his name strip to spell his/her name.
- Have them count clothespins and compare their names with a friend.
Extension activities:

Literacy:

**Performance Standard: Print Awareness and Concepts**
- Recognizes a word as a unit of print

**Performance Standard: Alphabet Knowledge**
- Shows progress in associating the names of letters with their shapes and sounds.
- Increases in ability to notice the beginning letters in familiar words.
- Identifies at least 10 letters of the alphabet, especially those in their own name.
- Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

**Objective:** Child would be able to recognize, identify and match the letters in the names of the classmates.

**Procedure:**
- Have children identify and name the letters in the names of their classmates as they compare letters/names.
- Point out the correct letter names and sounds if children are unable to recognize or identify the letters. Make sure to give examples of different words with the same letter sound.

Science:

**Performance Standard: Scientific Skills and Methods**
- Begins to describe and discuss predictions, explanations and generalizations based on past experiences.
- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.

**Objective:** Children will be able to compare, explain, and discuss common properties of objects.

**Materials:**
- Plastic, wood and aluminum clothespins
- Pencils
- Crayons
• Markers

**Procedure:**
• Have children make predictions of what is going to happen if they use different writing instruments to write on plastic, wood and aluminum clothespins.
• Compare properties of different types of clothespins.
• Allow children to investigate their predictions.
• Have children identify similarities and differences between clothespins

**Assessment:**
• Anecdotal records
• Post-test on letter recognition and identification
Lesson Plan

Lesson: What's the Magic Name?
Grade: Preschool
Duration: 20 minutes
Domain: Science

Performance Standard: Scientific Skills and Methods
- Begins to describe and discuss predictions, explanations and generalizations based on past experiences.
- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.

Objective: By the explorative use of tools and materials children will be able to gather information and investigate relationships based on past experiences.

Materials:
- Painting paper
- White candle
- Thinned tempera paint or watercolors
- Marker

Procedure:
- Make predictions of what will happen if the child paints on the paper.
- Use a white candle to write each child's name on a separate piece of painting paper.
- Write child's name, in small print, on the back of painting paper so you can quickly match the magic name with the correct child.
- Have the child use tempera paint or watercolors to paint on his/her paper.
- Talk about their predictions vs. results.

Extension activities:

Literacy:

Performance Standard: Print Awareness and Concepts
- Recognizes a word as a unit of print

Performance Standard: Alphabet Knowledge
- Shows progress in associating the names of letters with their shapes and sounds.
• Increases in ability to notice the beginning letters in familiar words.
• Identifies at least 10 letters of the alphabet, especially those in their own name.
• Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Objective: Child would be able to recognize, identify and name each letter in their name.

Procedure:
• As each letter appears have each child identify and sound it out.

Math:

Performance Standard: Number and Operations
• Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
• Develops increased abilities to combine, separate and name "how many" concrete objects.
• Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.
• Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantities.
• Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

Objective: Child would be able to count and compare objects.

Materials:
• Markers/pencils
• Number strips

Procedure:
• Instruct them to count how many letters are in their names.
• Provide them with number strips.
• Ask them to write the number that corresponds to each letter (going from left to right) on top of each letter. Demonstrate with your own name.

Ex. 12345
Diana
• Check for number identification.
Assessment:
- Anecdotal records.
- Post-test on letter recognition and identification.
Lesson Plan

Lesson: Name Change Rhyme
Grade: Preschool
Duration: 20 minutes
Domain: Literacy

Performance Standard: Print Awareness and Concepts
- Recognizes a word as a unit of print

Performance Standard: Alphabet Knowledge
- Shows progress in associating the names of letters with their shapes and sounds.
- Increases in ability to notice the beginning letters in familiar words.
- Identifies at least 10 letters of the alphabet, especially those in their own name.
- Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Performance Standard: Listening and Understanding
- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.

Objective: Child would be able to recognize, identify and substitute the names of the classmates in a rhyme in order to make sense of the story.

Materials:
- Sentence strips
- Pocket chart
- Name cards
- Props that correspond to the nursery rhyme (optional)

Procedure:
- Write nursery rhyme, song, poem, etc. on sentence strips and place in the pocket chart.
- Read the poem to children pointing out print direction (left to right) and separate words until children will be familiar with the rhyme or poem.
- Substitute child's name for the character's name, and then allow children to substitute their friend's names for the character's name.
- Have them spell out and sound out beginning and ending letters in their friend's name.
Extension activities:

Math:

Performance Standard: Number and Operations
- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- Develops increased abilities to combine, separate and name "how many" concrete objects.
- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantities.
- Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

Objective: Child would be able to count and compare objects.

Materials:
- Poster board
- Name strips
- Numbers
- Tape

Procedure:
- Tape the number (in the right order, ex. 1, 2, 3...) on the poster board.
- Have different child come up and count the letters on each name strip (one strip at a time).
- Have them pick the correct number corresponding to the total number of letters on the name strip and tape the name strip next to the number.
- Compare who has more, less, greater than, fewer or equal number of letters on the name strips.

Science:

Performance Standard: Scientific Knowledge
- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.

Performance Standard: Scientific Skills and Methods
- Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps and charts.
Objective: Child would be able to describe and discuss the living things.

Materials:
- Name strips with different zoo animals names on them.
- Pictures of zoo animals
- Glue

Procedure:
- Give a child one zoo animal name strip (you can also have them select their favorite zoo animal out of the pile and then match it to the corresponding zoo animal name strip)
- Help them identify (read) animal's name strip
- Have them sort through pictures of zoo animals and find the one pictures that corresponds with the animal name strip
- Have them glue the picture at the end of the strip.
- Discuss about different zoo animals
- Substitute the poem, song or rhyme with the zoo animal strips.
- Have each child recite the poem, song or rhyme with the name of the zoo animal on their strip.
- Talk about what he/she knows about the animal.
- Provide more information about each animal during discussion.

Assessment:
- Anecdotal records
- Post-test on letter recognition and identification
Lesson Plan

Lesson: Fishing for Names
Grade: Preschool
Duration: 30 minutes
Domain: Math/Science/Literacy

Science:

Performance Standard: Scientific Knowledge
- Expands knowledge of and abilities to observe, describe and
discuss the natural world, materials, living things and
natural processes.

Performance Standard: Scientific Skills and Methods
- Develops growing abilities to collect, describe, and record
information through a variety of means, including discussion,
drawings, maps and charts.
- Begins to describe and discuss predictions, explanations and
generalizations based on past experiences.
- Begins to use senses and a variety of tools and simple
measuring devices to gather information, investigate materials
and observe processes and relationships.

Objective: By the explorative use of tools and materials children
will be able to gather information and investigate relationships.

Literacy:

Performance Standard: Print Awareness and Concepts
- Recognizes a word as a unit of print

Performance Standard: Alphabet Knowledge
- Shows progress in associating the names of letters with their
shapes and sounds.
- Increases in ability to notice the beginning letters in
familiar words.
- Identifies at least 10 letters of the alphabet, especially
those in their own name.
- Knows that letters of the alphabet are a special category of
visual graphics that can be individually named.

Objective: Child would be able to recognize, identify and name
each letter in their name.

Math:

Performance Standard: Number and Operations
• Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
• Develops increased abilities to combine, separate and name "how many" concrete objects.
• Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.
• Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantities.

Objective: Child would be able to count the number of fish in his/her name.

Materials:
• Fish shapes with alphabet letters (upper and lower case) written on them.
• Paper clip on the mouth of each fish.
• Fishing poles (short dowels with string and a circle magnet tied to the end).

Procedure:
• Put fish scattered on the floor.
• Children take turns fishing.
• Once all the letters of the name has been "caught" the child reads the name (spells out or sounds off each letter) and counts the fish.

Assessment:
• Anecdotal records
• Post-test on letter recognition and identification
Appendix E

Post-test

Letter Name and Sound Assessment

Name

Circle incorrect answers.
- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date_________________

Letter Name

O J U C Y L Q M D N S
X I E G R V T A F K P
W Z B H
o j u c y l q m d n s w z
x i e g r v t a f k p b h
Letter Sound

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

Post-test

Letter Name and Sound Assessment

Name: [Handwritten name: Cheyenne]

Circle incorrect answers.
- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date: [Handwritten date: 3/17/03]

Letter Name

O J U C Y L Q M D N S
X I E G R V T A F K P
W Z B H
o j u c y l q m d n s w z
x i e g r v t a f k p b h
Letter Sound

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

Post-test
Letter Name and Sound Assessment

Name

Shiann

Circle incorrect answers.
- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date 3/17/02

Letter Name

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

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

5. "Jah eating elk, e, e, e' 2x
   e is a sound of a"
   Claps for lands + 3miles.
Appendix E

Post-test

Letter Name and Sound Assessment

Name

Circle incorrect answers.
• Have child identify upper and lower case letter by name.
• Have child identify each letter by sound.

Date ___3/17/03________

Letter Name

O J U C Y L Q M D N S

X I E G R V T A F K P

W Z B H

o j u c y l q m d n s w z

x i e g r v t a f k p b h

\[2\] - "There is only big Y in my name"
Letter Sound

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

2 - "A" - singing "Adriannah ate apples a.a.a."
Appendix E

Post-test

Letter Name and Sound Assessment

Name

Circle incorrect answers.

- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date 5/19/03

Letter Name

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

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

Post-test

Letter Name and Sound Assessment

Name TGRY

Circle incorrect answers.
- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date 3/17/03

Letter Name

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

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

Post-test

Letter Name and Sound Assessment

Name

Circle incorrect answers.
• Have child identify upper and lower case letter by name.
• Have child identify each letter by sound.

Date

Letter Name

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

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

Post-test

Letter Name and Sound Assessment

Name

Circle incorrect answers.
• Have child identify upper and lower case letter by name.
• Have child identify each letter by sound.

Date 3/9/03

Letter Name

O J U C Y L Q M D N S

X I E G R V T A F K P

W Z B H

o j u c y l q m d n s w z

x i e g r v t a f k p b h

- Spelled out in - 11 a and showed
Letter Sound

OJUCYLMDNS
XITEGRVTAFKP
WZBH
Appendix E

Post-test

Letter Name and Sound Assessment

Name

Circle incorrect answers.
- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date 3/17/03

Letter Name

O J U C Y L Q M D N S

X I E G R V T A F K P

W Z B H

o j u c y l q m d n s w z

X I E G R V T A F K P
Letter Sound

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

Post-test

Letter Name and Sound Assessment

Name: Andrew

Circle incorrect answers.
• Have child identify upper and lower case letter by name.
• Have child identify each letter by sound.

Date: 3/19/03

Letter Name

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

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

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

Post-test

Letter Name and Sound Assessment

Name: Monica

Circle incorrect answers.
- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date: 3/17/03

Letter Name

O J U C Y L Q M D N S
X I E G R V T A F K P
W Z B H
O j u c y l q m d n s w z
X i e g r v t a f k p b h
Letter Sound

OJUCYLQMDNS
XIEGRTAFKP
WZBH
Appendix E

Post-test

Letter Name and Sound Assessment

Name

Brya

Circle incorrect answers.
- Have child identify upper and lower case letter by name.
- Have child identify each letter by sound.

Date 3/19/23

Letter Name

OJUCYLMQMDNS
XIEGRVTAFKP
WZBH
ojuccylqmdnswz
XIEGRVTAFKPBH

B small b
Letter Sound

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