

LEARNING OBJECTIVES

Letter knowledge and phonemic awareness

TARGETED SKILL(S):

- Recognise lowercase and uppercase letters.
- Identify the sound letters make.

DESCRIPTION

Children will make letter bracelets by printing letters and adding a small drawing of something that starts with that letter sound.

**SUITABLE FOR**

Whole groups, small groups, pairs, and individuals

**PREP-TIME**

5 min.

**DURATION OF ACTIVITY**

20 min.

**MATERIALS**

- **We provide:** 'Letter Bracelets'
- **You find:** Scissors; Markers

PREPARATION

1. Print out 'Letter Bracelets' pages and cut out the bracelet template strips.
2. Locate the markers.

What will we learn?

"Today we're going to make letter bracelets for different letters."

What do we know?

1. "What does the lowercase letter 'b' look like?" Print the letter 'b' on the board.
2. "What sound does 'b' make?"
3. "What are some words that start with that start with /b/?" (e.g., *banana, boat, butterfly*). Write the words suggested by the children on the board.
4. Repeat these steps with a few other letters.

Watch me first!

1. "I'm going to pick one of the bracelets. It has the letter 'h' on it."
2. "Let me think - what sound does the letter 'h' make? It makes the sound /h/."
3. "I see a picture of a hat on my bracelet. *Hat* starts with /h/. I'm going to think of other words that start with /h/... Oh, there's *horse, help, and home!*" Write these words on the board.
4. "I'm going to print an 'h' under the 'h' on my bracelet then draw something that starts with that letter. I know, I'll draw a *house!*" Make your drawing.
5. "Now I'm going to place the finished bracelet on my wrist and use tape to hold the ends together." Model how to do this.

Let's try it!

1. Hand out a bracelet to each child.
2. "I'd like you to work with a friend to identify your letter and the picture that goes with it."
3. "Then you can print your letter like I did. Finally, you can draw something else that starts with that letter."
4. "When you are done, come and see me and I'll help you get your bracelet on your wrist."

What did we learn?

1. "Who had the letter 'd'? What sound does that letter make? What was the picture already on your bracelet? What did you draw?"
2. Repeat with the rest of the letters used by the children.

Let's do more!

- If time allows, children can make more bracelets to spell words. For instance, they could make the word *tag* with bracelets for 't', 'a', and 'g'. They can also make bracelets to spell their name.

EXTENDING THE LESSON

**Less Challenging**

- Have the children pick their own bracelet template with a letter with which they already feel comfortable.

**More Challenging**

- Ask the children to think of and illustrate a word that has their phoneme in the middle or at the end of the word. For instance, if they have the letter 'p', they could draw a *teapot* or a *mop*.

**TIPS**

- Use the bracelet templates for both uppercase and lowercase letters.
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