CIRCLE Activity Collection

Name Sort

The children will name letters and sort them based on whether the letters are in their names or not in their names.

SETTING

Small Group

MATERIALS

- T-chart for each child and teacher, with one side labeled "In My Name" (include a green checkmark) and the other labeled "Not in My Name" (include a red X symbol)
- baggie for each child containing letters in his or her name and a few that are not in the name
- name card for each child

1. INTRODUCE

"We each have a name, and our names are made up of different letters. Today we're going to look for the letters that are in our names."

2. MODEL AND EXPLAIN

"We will each have a baggie with all the letters that are in our names and some letters that are not in our names. This T-chart will help us sort the letters. To play, I will draw a letter from the bag and put letters that are in my name on this side, where it says 'In My Name' and has a green checkmark. The letters that are not in my name will go on the other side of the chart where it says 'Not in My Name' with the red X.

"I will do my name first to show you how to play." Show the teacher name card to the children. **"My name is Susan. If I'm not sure that a letter is in my name, I can look at my name card."**

Pull letters out of the baggie one at a time, and demonstrate sorting the first three to four letters by yourself. Then, encourage children to help you decide where the remaining letters go to check for understanding. Continue to pull letters out of the baggie until all the letters have been sorted.

3. GUIDE PRACTICE

"Now it's your turn. You each have a baggie with letters in it. There are letters that are in your name and there are some letters that are not in your name. You can look at your name card to help you match all the letters that are in your name.

"When you find a letter that is in your name, place it on the side of the chart with the green checkmark. Place the letters that are not in your name on the other side of your chart with the red X."

Monitor children as they sort their letters. If they place a letter incorrectly, point out the letters on their name card and help them place the letters on the correct side of the chart.

4. SUMMARIZE

"Today, we looked at a lot of letters. You were able to sort letters by those that were in your name and those that were not in your name. I will leave this game in the ABC center for you to play again during center time."

SCAFFOLDING

Downward Scaffold

Less Support: **"What letter did you pick? Look at your name card to see if that letter is in your name."**

More Support: Point to the matching letter on the name card. **"I see this letter on your name card. This is the lowercase *s*. Say that letter name after me, *s*** [child repeats]**. Where should we put this letter on the chart?"**

Most Support: **"This is the lowercase l. Say that letter name after me, l** [child repeats]**. I do not see a lowercase l on your name card, so this letter is not in your name. You can put it under the red X with the other letters that are not in your name."**

TEACHER TIPS

- As an extension: after sorting, ask questions about the letters in the children's names, such as:
  - **"Who has a T in their name? Who has an M in their name?"**
  - **"_____, can you tell us the letters in your name?"**

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ACTIVITY GRADE LEVEL(S)

- Pre-K

LEARNING AREA(S)

- **Pre-K Primary Domain:** Alphabet Knowledge - Letter Recognition

HEAD START EARLY LEARNING OUTCOMES

Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

TEXAS PREKINDERGARTEN GUIDELINES

III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.

KINDERGARTEN TEKS ALIGNMENT

§110.2(b)(2)(D)(v) demonstrate print awareness by identifying all uppercase and lowercase letters

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- **Home (/)**
- **About (/about-circle-activity-collection/)**
- **Collections (/collection/)**
- **Pre-K Curriculum (/pre-k-curriculum/)**

- **My Activities**
- **Help Ticket (https://cliengage.atlassian.net/servicedesk/customer/portal/1/create/8)**

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