

Magnetic Alphabet Chart, Set of 2

This Really Good Stuff® product includes:

- 2 Magnetic Alphabet Charts, 12" x 14"
- This Really Good Stuff® Instructional Guide with reproducible Progress Monitoring Sheets

Congratulations on your purchase of the Really Good Stuff® **Magnetic Alphabet Chart, Set of 2**, a visual, hands-on tool to teach letters and sounds with or without magnetic letters.

Objective

Identify and name all letters and their sounds, and match magnetic letters to the chart.

Meeting the Standards

The Really Good Stuff® **Magnetic Alphabet Chart, Set of 2** aligns with the Common Core State Standards for English Language Arts below. For alignment with other state standards, please refer to our website's Standards Match.

Print Concepts

- RF.K.1** Demonstrate understanding of the organization and basic features of print.
- RF.K.1d** Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

Phonics and Word Recognition

- RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Conventions of Standard English

- L.1.1a** Print all upper- and lowercase letters.

This chart will help students identify lowercase and uppercase letters and sounds. Having students match magnetic letters to the letters on the chart is a best practice in print concepts. Encourage students to name the letters and their sounds as they work.

Introducing the Magnetic Alphabet Chart, Set of 2

Tell students that good readers and writers know their ABC's well—they know the letter names and their sounds. Good readers and writers know how to quickly find a letter on a chart or word wall, whether it is in the beginning, middle, or end of the alphabet (point to these places on the bottom colored ABC line).

Sing Along

Teach the letter names first. Have students sing the ABC Song while pointing to each letter as it is sung (pointing is important, especially through the letters *l*, *m*, *n*, *o*, *p*).

Shapes and Sounds

Focus on only one or a few letters each day so that students can become fluent in letter identification. Begin with the letters in a student's name, as those letters should be the most familiar. Talk about the shape of each letter, and have students "air write" it, with big, sweeping arm movements. You might create this handy chart to show students that letters may be small, they may be tall, or they may fall.

Some letters are small: a c e m n o r s u v w x z

Some letters are tall: b d f h i k l t

Some letters fall: g j p q y

Next, address the sound(s) each letter makes, pointing out that the vowels (*a*, *e*, *i*, *o*, *u*) and the letters *c*, *g*, *s*, *x*, and *y* can make more than one sound.

Letter Match

Select the lowercase or uppercase side of the chart and provide students with a few corresponding magnetic letters they know. Point out that the five vowels are red and the consonants are blue. Invite students to find their magnetic letters' matching letters on the chart and place their magnetic letters on the chart. When students are ready, provide them with more magnetic letters and see how quickly they can find their matches. This is an exercise that can be repeated many times over several days or weeks until both lowercase and uppercase letters are mastered. Encourage students to name the letter and say its sound aloud as they place their matches on the chart: "b...b, /b/."

ABC Hunt

Give a sound or word, and have students find, point to, and say the letter. "I'm thinking of a letter that sounds like /b/. Find it!" (b). "Zebra starts with what letter?" (z). "And what is its sound?" (/z/). Work within only one row at a time for struggling students so they are not distracted by too many choices.

First and Last Sounds

Use just one row per question so students are able to search easily.

First Sound: lowercase side, row 1: "Find the letter and picture that starts like *ant*" (a apple), "cap" (c cat), etc.

Last Sound: lowercase side, row 1: "Which word and picture ends with /g/? (dog). Row 2: "Which words end with /t/? (goat, hat, jet).

Write the Letter

Students write the letter (air write, dry erase board, or paper) for the sound you say. /a/ = a, /s/ = s, c, /f/ = f, etc.

Beginning, Middle, or End?

Use the color-coded line along the bottom for students to locate the letters. "Find b. Is it in the beginning, middle, or end of the alphabet?" (beginning). With repeated practice, students will become quicker at locating letters.

Use the Progress Monitoring Sheets to track students' growth and to determine which letters students need to practice more.

Letters and Sounds Checklist

Name _____

Letters

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

Sounds

Ā	B	C	D	Ē	F	G	H	I	J	K	L	M	N	Ō	P	Q	R	S	T	Ū	V	W	X	Y	Z
ā	b	c	d	ē	f	g	h	ī	j	k	l	m	n	ō	p	q	r	s	t	ū	v	w	x	y	z

Letters and Sounds Checklist

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

Sounds

Ā	B	C	D	Ē	F	G	H	I	J	K	L	M	N	Ō	P	Q	R	S	T	Ū	V	W	X	Y	Z
ā	b	c	d	ē	f	g	h	ī	j	k	l	m	n	ō	p	q	r	s	t	ū	v	w	x	y	z