The Letter “V”

Grade Level: Preschool (Tadpoles, ages 3-4)

Domain:Physical Development, Language & Literacy

Materials Needed:
**-**Letter introduction book

**-**Construction paper: White
-Letter “V” cut-outs (see attachment)

-Green construction squares with lines to cut stems
-Scissors (1/student)
-Colors of tissue paper, cut into squares
-Glue sticks (1/student)

Standards:
*PD.1.2:* Engage in a variety of activities that require fine motor skills.
*PD.1.3:* Develop large body muscle control and coordination by engaging in a variety of physical activities.
*LL.2.3*: Know that letters have names and there are upper and lower case forms.
*LL.2.7*: Know that each letter has its own sound(s) and identify some letter sounds.

# Objectives:

* Students will participate in the introduction of the letter “V”.
* Students will strengthen fine motor skills by participating in a hands-on project.

# Learning Activities

1. Introduce the letter “V”:
-Have students copy the letter sound.
-Have students “finger-write” the letter.
-Have students make the letter “V” with their fingers, arms, legs.
-Look at objects in “V” box and describe them to students.
2. Introduce the activity: The students will each grab: 1 white construction paper, 1 “V” cut-out, one green sheet, 1 scissors, and 1 glue stick.
3. Have the students cut out their stems. Include reflective questioning such as:
-How do we hold the scissors?
-What do you see on the green sheets? What should we do with them? I wonder what we could use them for?
4. Instruct the students on scrunching the tissue paper to make flowers. After scrunching the tissue paper, they will glue the flowers onto their stems. Include directions and reflective questioning such as:
-Let’s see you use your hand muscles.
-Open and close your hands like a duck’s beak.
-What can you use your hand muscles for?
-How can we scrunch the tissue paper to look like flowers? (Without crunching them?)
-Keep the paper on the table and close your hand so that we scrunch – not crumple.
5. Finish the project by writing his/her name on the bottom.

# Assessment:

This activity is intended to focus on the fine-motor skills of cutting and scrunching. Assessment will be observation of the student’s ability to do so.

# Reflection:

When the class split into groups, I decided to teach to the students who I predicted would struggle more with the scissors. We sat down with all of the materials, and I should have cleared the table so that the children were only working with one material at a time. The students did struggle with the cutting, and I could have lessened the amount of stems to cut from six to three. I would have rather done this because I really wanted to teach the “scrunching” concept. One of the students stopped working as soon as I tried to direct her to cut in a straight line. This could have been anticipated as I recognized the trait in her through my observations. I was flustered from trying to instruct each child individually, so I think if I became more comfortable in both the teaching of developmental skills and the teaching to small-group I will be better able to instruct the students in the process-based learning.

One of the strategies that I did well was the combination of encouragement and purpose. I wanted the students to practice these skills in a purposeful way, and I used a positive attitude to foster this. The activity was developmentally appropriate, but my instruction could have been more flexible and less attached to the end-product.

