



Really Good Activity Guide™

Magnetic Alphabet Tiles

By Sheron Brown

Introduction

Magnetic tiles contained in this set will enable the teacher to work with both large and small groups of students. They also provide for visual and tactile modeling of many literacy concepts with little material preparation on the teacher's part. The teacher is able to demonstrate and model such concepts as blending, rhyming and spelling patterns by using the magnetic tiles. The students may then duplicate the teacher's modeling and instruction with the same magnetic tiles independently at their tables or at a word study center.

The magnetic tiles contained in this set represent both the upper case and lower case alphabet letters. These magnetic letters will enable beginning readers to view and learn letter-sound correspondence in a fun and efficient way. The tiles also provide a unique format in which to introduce the sounds and letters of our language. As the classroom's instructional leader, it is the teacher's decision as to how and in what sequence the individual alphabet letters are presented to their students. Three possible instructional sequences for letter/sound introduction are provided in this guide.

Some Suggested Sequences for Letter/Sound Introduction

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

Using the Magnetic Alphabet Tiles for Sound-Letter Instruction

It is crucial that students learning the sounds of each of the letters of the alphabet be introduced to the auditory component of the letter sounds first before they are formally introduced to each letter's visual component. Building phonemic awareness of the sounds of the alphabet will enable the students to first "hear" the sounds before they are asked to "attach" the sounds they are hearing to the visual representation of those sounds in the form of alphabet letters. What follows is a quick and efficient instructional format to follow when introducing the auditory component of each alphabet letter to be then followed by teaching each letter's written shape. Only when students can discriminate sounds through their auditory channels first will they be able to then attach those sounds to their visual representations.

1. Select the magnetic tile you are going to use in your lesson, based on the introduction sequence you have decided upon. For example, let's say you have decided to present the letter "m" first.
2. Place the tile "m" on a magnetic surface.
Say, "Today we are going to learn a new sound. That sound is /m/ (Touch the 'm' tile as you are saying its sound.) Say that new sound with me.../m/...again, say it with me.../m/. Say it by yourselves.../m/...again, /m/."
(Provide for multiple opportunities for the students to say the new sound such as: as boys, girls, row 1, etc.)
3. Say "map" and have the students say "map."
Ask, "Does 'map' start with /m/? Say /m/ with me.../m/...say /map/ with me. Say /m/ /map/ with me...by yourselves.../m/ /map/."
4. Repeat the above process using many short words that begin with the /m/ sound. Always use an opportunity to name common classroom objects as a part of your lesson as well as any students whose name may begin with the featured letter. Always ask if the words begin with the /m/ sound and what this letter says while pointing to the magnetic letter.
5. Conduct a writing lesson where the students learn to write an "m" correctly while you observe their efforts. Teach the students how to write the /m/ sound in the air, on their hands, on their white boards and then on their papers.
6. Follow the above procedure to introduce each new sound and then how to write each letter. Review all of the previously introduced sounds by placing the tiles on the overhead and have the students chant them orally. Do this "touching" **quickly** and provide multiple opportunities for the students to say each letter's sound before moving on to introduce the next new sound and letter.

After your students learn a few consonants and at least one vowel sound, you can begin to use the magnetic tiles to teach your students sound blending and move them into "sounding out" actual words. When teaching sound blending, always slide your finger under the tiles slowly for the first practice, and then moving your finger quickly under the tiles for the second practice to help the students connect the sounds together to form a word.

Independent Activities Using the Magnetic Tiles

“Crazy Alphabet”

A large chart of the alphabet should be plainly visible to the students for this activity. With 4-6 students at an activity table, place multiple copies of the lower case letters in a pile in the center face down, or place them all in an opaque container. Each student should have a magnetic surface in front of him. Each student draws two tiles and places them in alphabetical order on his magnetic surface. The next time all students draw two tiles again and adds them to the tiles in alphabetical order. Play continues until all tiles are drawn. The first player to complete the alphabet correctly or to have the most letters in alphabetical order is the winner.

“Cover a Letter”

Give to each student in the group a sheet that contains the recently practiced upper and lower case letters scattered all over it. (The sheets can be laminated to be reused over and over again). Have the students place the sheet on top of a magnetic lapboard. Take multiple copies of the magnetic tiles that match the letters on the sheet and place them face down in the table's center. Upon a signal, the students take one tile at a time, match it to a letter on their sheet and cover it with the magnetic tile. They then reach for another tile and do the same with that letter. When all of the tiles in the center of the table are gone, the student with the most covered letters on his sheet is the winner. This activity can be repeated over and over again with the same students, but with different letters as they are introduced and learned. Students needing additional practice can work with the same set of letters again.

“Matching Partners”

Place upper case and lower case magnetic tiles face down on the table, including a few tiles without an upper case or lower case. If possible, each participating student should have a small magnetic surface in front of them when playing the game. The first student draws two tiles, if they are a “match” of the same letter's upper and lower cases, he keeps them and places them on his magnetic surface, or in front of him. He may then draw two more tiles. If they are not a match, he places them face down and play passes to the next student. The student with the most letter “partners” is the winner.

“Do You Have?”

This activity is for 4-6 players. Place all upper case and lower case magnetic tiles in an opaque container. Each player draws 8-12 tiles from the container, depending upon the number of players, and does not let the other players see his tiles. If any player has a match of the upper and lower case forms of any letter, he places

them in front of him or on the magnetic surface. The first player asks one of the other players if they have a certain tile, but he must ask for the tile by name, such as “Do you have an ‘s’?” If the player he asked does have the “s,” he must present it to that player. The requesting player places the pair of “s’s” on his magnetic surface or in front of him and he may ask another player for another letter. If the next player asked does not have the requested letter, play passes to player number two. The player with the most letter matches is the winner. A variation of this activity is to have the students ask each other for the tiles by their sounds and not their letter names.

“Match a Picture”

Have a supply of magazines, scissors, glue, and blank sheets of paper at desks or at a word study center. Place four to five magnetic tiles on a magnetic surface that all students can see. Students are to search through magazines to find pictures of objects that begin with the assigned tiles. Students are to cut out and paste the pictures on blank sheets of paper and write each object's beginning sound next to each picture. A variation of this activity is to assign each student two to three letters to find pictures of their beginning sounds. Students can share out the pictures they found along with their beginning sounds.

Letters that are in this set

a	5	A	1
b	4	B	1
c	3	C	1
d	4	D	1
e	5	E	1
f	3	F	1
g	4	G	1
h	3	H	1
i	5	I	1
j	3	J	1
k	3	K	1
l	4	L	1
m	4	M	1
n	4	N	1
o	5	O	1
p	4	P	1
q	2	Q	1
r	4	R	1
s	4	S	1
t	4	T	1
u	5	U	1
v	2	V	1
w	3	W	1
x	2	X	1
y	2	Y	1
z	2	Z	1

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l	4	L	1
m	4	M	1
n	4	N	1
o	5	O	1
p	4	P	1
q	2	Q	1
r	4	R	1
s	4	S	1
t	4	T	1
u	5	U	1
v	2	V	1
w	3	W	1
x	2	X	1
y	2	Y	1
z	2	Z	1

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