

*Area:* Language  
*Category:* Composing

## Alphabet Roll

**AGE:** 3+

**DIRECT AIM:** Matching moveable alphabet letters to silhouettes  
**(Practical)**

**INDIRECT AIM:** Knowledge of alphabetical order  
**(Developmental)** Control of Movement  
Concentration  
Letter recognition

### **PREPARATION OF THE CHILD:**

**Skills:** Visual Discrimination  
Control of movement

### **Materials and/or**

**Exercises:** Matching exercises  
Pre-Reading activities

### **MATERIALS:**

**List:** Roll of long, narrow fabric with the alphabet, traced from moveable alphabet letters, in order and colored in red and blue.

One of each letter from moveable alphabet box

(These are solid wood cutouts vs. paper)

Tray or basket

Container for letters

### **Preparation:**

Trace the moveable alphabet letters onto fabric and color them in the appropriate color. Place one of each wooden letter in a separate container and place the container and the alphabet roll and a tray.

### **PRESENTATION:**

1. Consider the readiness of the child.
2. Invite child to the presentation.
3. Place child on your subdominant side.
4. Unroll the alphabet roll. (The roll can be held flat by placing the tray on one end and the container with letters on the other.)
5. Choose the first letter from the box.
6. Moving from left to right, compare the letter with the silhouettes until the match is found.
7. Place the letter on its silhouette.
8. Regard the work.

### **Presentation (cont'.):**

9. Choose the next letter.
10. Continue in the same fashion until all the letters and silhouettes are matched.

11. Regard the work..
12. Replace the wooden letters back into the container one at a time, moving from left to right.
13. Invite the child to repeat the work.

**CONTROL OF ERROR:**

Silhouette on alphabet roll

Teacher

Other children

**POINTS OF INTEREST:**

Use of moveable alphabet letters

Matching

Large work

**LANGUAGE:** Alphabet, Alphabet roll, letters

**VARIATIONS:**

Use a different font (We have one for print and one for cursive, since some of the children in our room were introduced to print first.)

**EXTENSIONS:**

Say the sounds of the letters as you place them. (The children in our room do this spontaneously anyway.)

Gather objects around the room whose sounds begin with each letter and place them next to that letter.

**SOURCE OF MATERIALS:**

Montessori Materials companies

Hand made materials

Arts and Craft supply stores

**SIZE OF GROUP:**

Individual

**COMMENTS:**

Heidi Kelly Sanders

Early Childhood Montessori Training

Montessori Opportunities, Inc.

Park Road Montessori

Charlotte, NC

2005-2006