

The Cookie Jar

Primary Objectives

16b. Identifies letter–sound correspondences

17b. Uses print concepts

Why It's Important

In general, the first words that children recognize and read are their own names. Activities that allow your child to see and interact with her name helps her begin to understand print concepts.

Materials

Your child's name and friends' or family members' names written on small index cards; a printed copy of the rhyme "Who Ate the Cookies?"

What You Do

1. Introduce the rhyme to your child, inserting a name into the rhyme. *Say the rhyme slowly and point to the words as you read.*
2. As you recite the rhyme, give your child a chance to say the words with you and respond at the appropriate times. Let your child choose another name to use in the rhyme.
3. As you sing together, sweep your fingers under the words from left to right. Pause when you get to the name, and give your child time to recognize it.
4. Point out features of print, such as the uppercase letter at the beginning of the name. Help your child recognize the name by asking her to identify the beginning letter or by saying the beginning letter sound. *Yes, the first letter is a T. It makes a /t/ sound. Whose name do we know that begins with a /t/ sound?*
5. Give your child an opportunity to follow along with her finger as you recite the rhyme together. Continue the activity for as long as she is interested.