

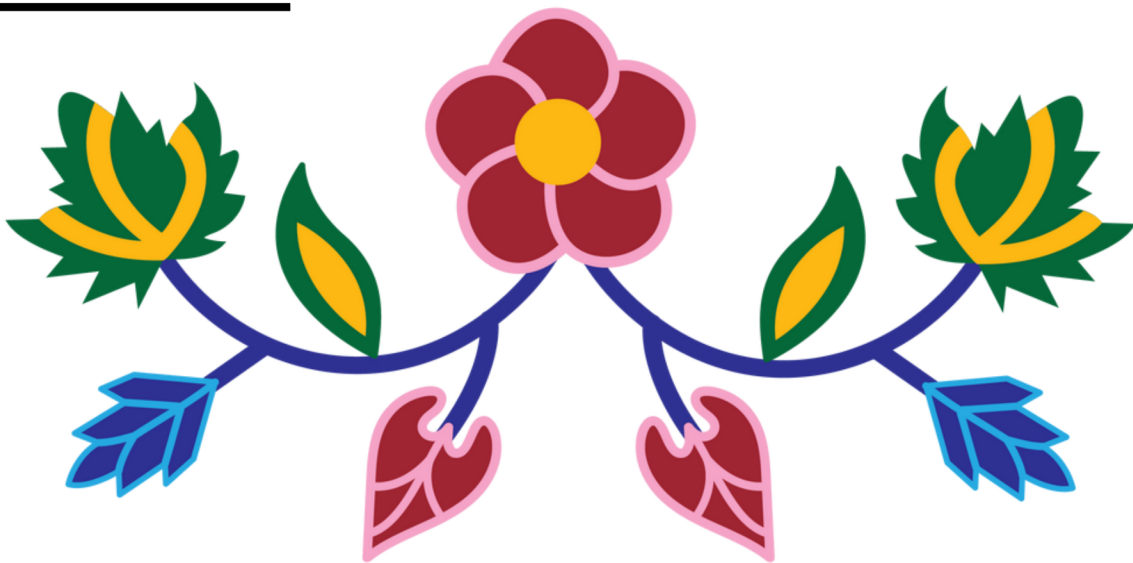
# GIKINAWAABI

## LESSON 13

**LESSON: PUTTING MY NAME  
TOGETHER**

**ACTIVITY 1: ABC GO FISH**

**ACTIVITY 2: "I SPY"**



# LESSON 13

## PUTTING TOGETHER MY NAME



### LESSON OBJECTIVE

The child will further their abilities in identifying letters, symbols, and numbers with a focus on the letters in their name.

### MEDICINE WHEEL WISDOM

The medicine wheel represents the four aspects of a person's mental, physical, emotional, and spiritual self. When we play with our children, they are developing early learning skills and they can be supported in all four of these aspects.

#### FAMILY OUTCOMES: PICCOLO

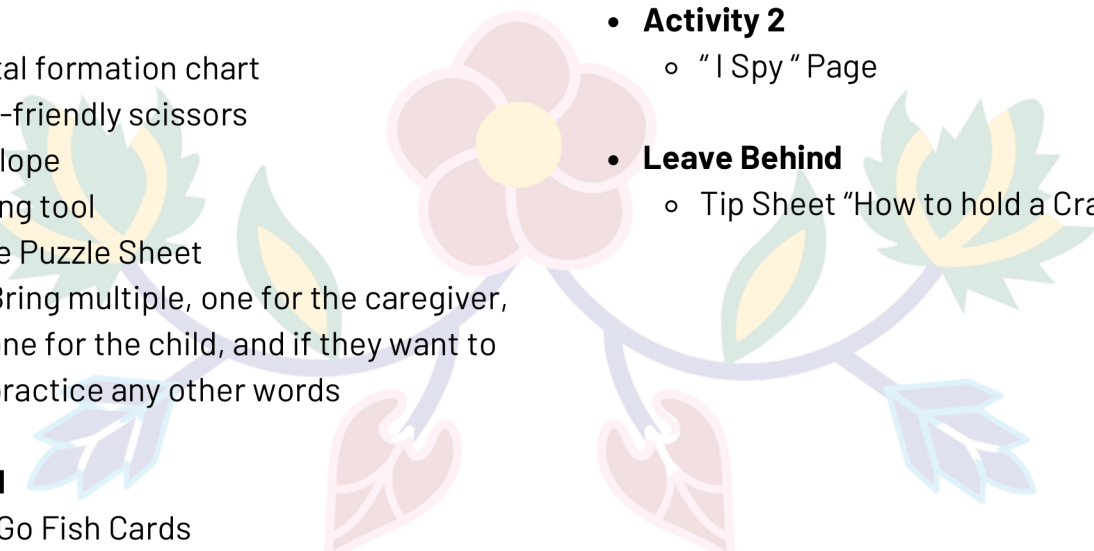
- Encourages the child to handle toys and writing utensils
- Supports the child in doing things independently
- Verbally encourages them child when they write or draw
- Attends to the child's skills and emotions while providing support

#### CHILD BEHAVIOR OUTCOMES: LOLLIPOP

- Uses crayons and other writing utensils
- Develops a familiarity with writing tools
- Practices writing beginning shapes, letters, and symbols

### HOME VISITOR LESSON OVERVIEW

#### Materials Needed:

- **Lesson**
    - Capital formation chart
    - Child-friendly scissors
    - Envelope
    - Writing tool
    - Name Puzzle Sheet
      - Bring multiple, one for the caregiver, one for the child, and if they want to practice any other words
  - **Activity 1**
    - ABC Go Fish Cards
      - Home Visitor Prep: Laminate (if available) and cut out ahead of time
    - Envelope (to store ABC Go Fish Cards in)
  - **Activity 2**
    - "I Spy" Page
  - **Leave Behind**
    - Tip Sheet "How to hold a Crayon/pencil"
- 

# LESSON 13

## PUTTING TOGETHER MY NAME



### LESSON

1. Start the lesson by introducing the child to the letters in the alphabet. You can show them the capital formation chart.
2. Explain to the child that when you put the letters together they make words.
3. Some of these words can be special and today we are going to focus on your name!
4. Have the child's parent/caregiver write the child's name on the name puzzle sheet.
5. Give the child a copy of the name puzzle sheet and have them practice writing their name too!
6. You will write their name out twice.
  - One for an example to look at.
  - One to cut each letter out to put back together.
7. Have the child cut the Name Puzzle sheet in half. Then cut each letter out individually on the bottom name.
  - Have an adult help if necessary.
8. Once they have separated the letters, lay them out in front of the child, with the example of their name written out above. Encourage the child to put the letters of their name back in order.
  - Name each letter as the child manipulates them.
  - Praise any effort made by the child.



**LEARNING TO SPELL YOUR NAME IS AN IMPORTANT STEP IN EARLY LITERACY!**

9. You can challenge the child to do this without the example.
10. Or try different words that are important to the family. Examples may include their last name, parent's/caregiver's name, pet's name, town, address, etc.

# LESSON 13

## PUTTING TOGETHER MY NAME



### LESSON WRAP UP

- Choose the lesson you are going to do with the family
- You can do one, both, or leave one with the family to do at a later date
- Explain the lesson activity then leave it with the family
- Answer any questions they may have

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C

o

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y

ANISHINAABEMOWIN

PRONUNCIATION

ENGLISH

Ndizhinikaaz

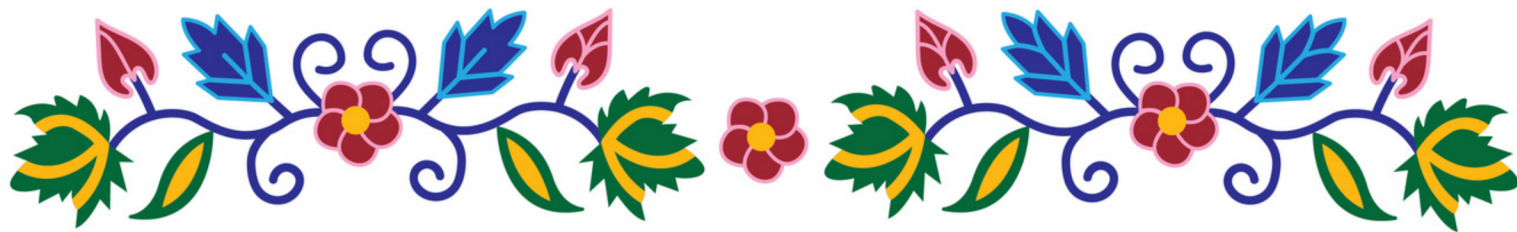
in-dizi-ni-kaah-z

I am called



# LESSON 13 ACTIVITY 1

## ABC GO FISH



- Games are a great way to make learning fun!
- While the child is in the beginning stages of learning their letters it is best to group a few letters together so you only focus on a few at a time.
- Split the cards between players.
- Practice taking turns asking if another player has a letter you have in your hand.
- ABC Go Fish follows the standard rules of the game to make as many matching letter pairs as you can.
  - "Do you have the letter B?"
  - Go Fish!
- You can switch it up by asking for each letter by the sound and using capital or lowercase.

**ANISHINAABEMOWIN**

**PRONUNCIATION**

**ENGLISH**

Noojiigoonyiwe

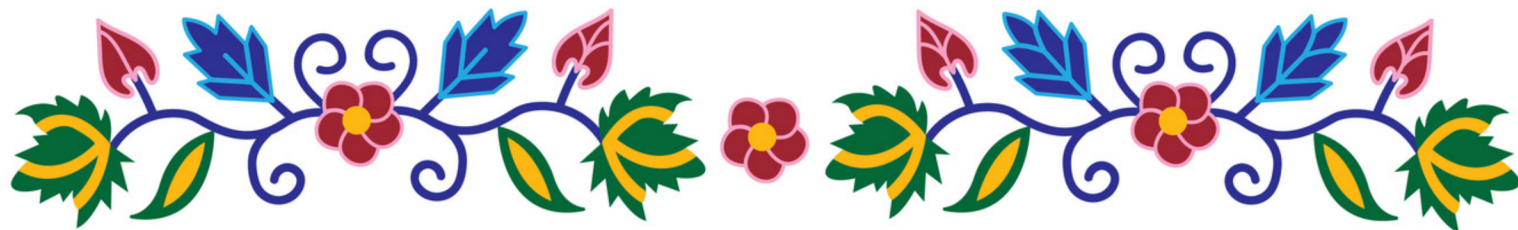
nooh-jee-gee-goon-yiway

s/he goes fishing



# LESSON 13 ACTIVITY 2

## "I SPY"



- Games are a great way to make learning fun!
- Focus this game on symbols, letters, and numbers that the child can identify that are located within the home.
- The home visitor will need to briefly assess what symbols, letters, or numbers the child is ready to identify.
- The home visitor will "spy" a letter, number, or symbol and ask the child to identify it.
- Transition the caregiver to lead the activity with their child, while the home visitor provides guidance, encouragement, and acknowledgement of a job well done.
- If there are limited symbols, letters, and numbers around the house you can use the "I Spy" page.

**Extension:** Encourage the family to play this game when they are on the go! There are lots of symbols, letters, and numbers at the grocery store, at schools, sporting events, while driving, etc.

ANISHINAABEMOWIN

PRONUNCIATION

ENGLISH

Nigiimaabi

ni-Gee-maah-bi

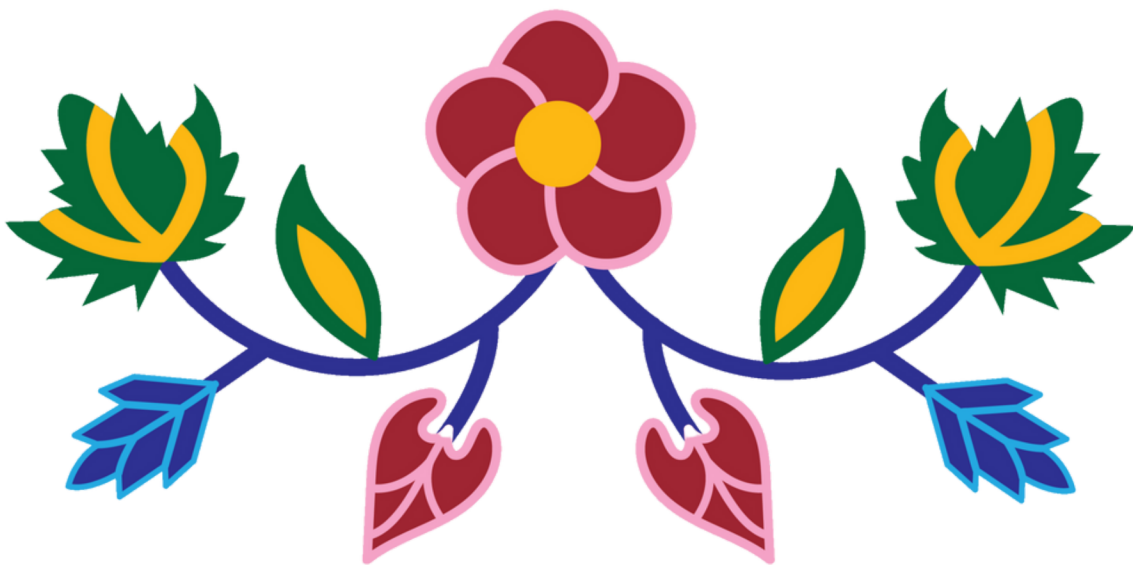
I spy/peek

# GIKINAWAABI

## LESSON 13

### ADDITIONAL LEAVE BEHIND PAGES

- **CAPITAL FORMATION CHART**
- **NAME PUZZLE SHEET**
- **ABC GO FISH CARDS & PRINTING INSTRUCTIONS**
- **"I SPY" PAGE**
- **TIP SHEET: HOW TO HOLD A PENCIL/CRAYON**





Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. A pair of scissors icon is positioned at the start of the dashed middle line, indicating where to cut.

**CUT TO SEPARATE EACH LETTER ON THE SECOND LINE**



# CAPITAL FORMATION CHART

Big Line  
Big Line  
Little Line

Big Line  
Little Curve  
Little Curve

Big Curve

Big Line  
Big Curve

Big Line  
Little Line  
Little Line  
Little Line

Big Line  
Little Line  
Little Line

Big Curve  
Little Line  
Little Line

Big Line  
Big Line  
Little Line

Big Line  
Little Line  
Little Line

Big Line  
Turn  
Little Line

Big Line  
Little Line  
Little Line

Big Line  
Little Line

Big Line  
Big Line  
Big Line  
Big Line

Big Line  
Big Line  
Big Line

Big Curve  
Go around

Big Line  
Little Curve

Big Curve  
Go around  
Little Line

Big Line  
Little Curve  
Little Line

Little Curve  
Turn  
Little Curve

Big Line  
Turn  
Big Line

Big Line  
Big Line

Big Line  
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Big Line  
Big Line

Big Line  
Big Line

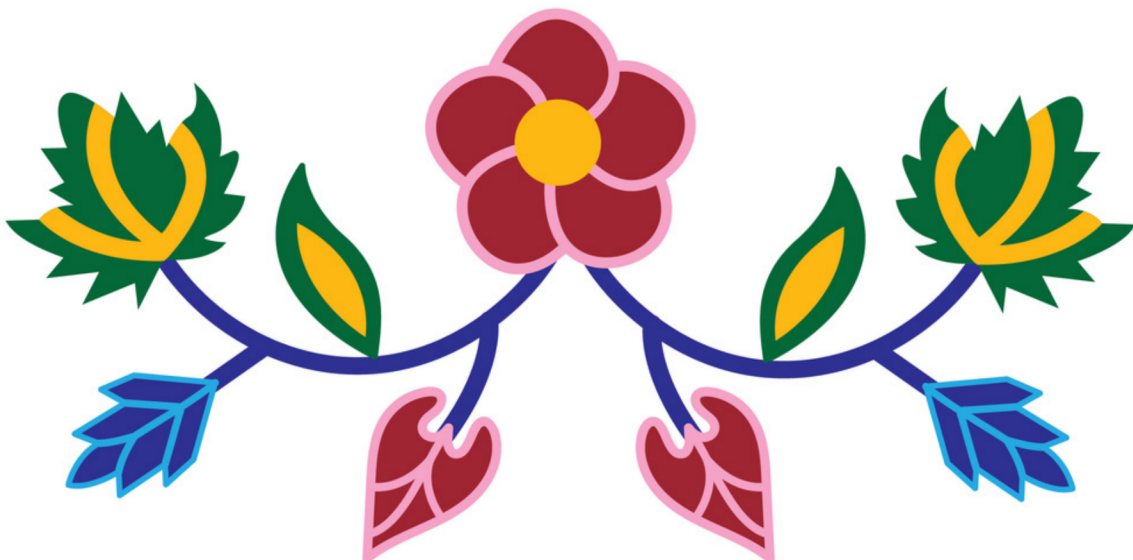
Little Line  
Big Line

Little Line  
Big Line  
Little Line

# ABC GO FISH CARDS

## PRINTING INSTRUCTIONS

- Change the printer settings to print 2 sided front to back
- Select only the pages you wish to print
  - Page 1 front- Page 5 back for uppercase letters
    - Yellow
  - Page 6 front- 10 back for lowercase letters
    - Pink
- Print 2 copies (so you can make matching sets)
- Laminate if available
- Cut the cards out ahead of time
  - You can cut out both upper and lowercase or just one or the other depending on the child's ability





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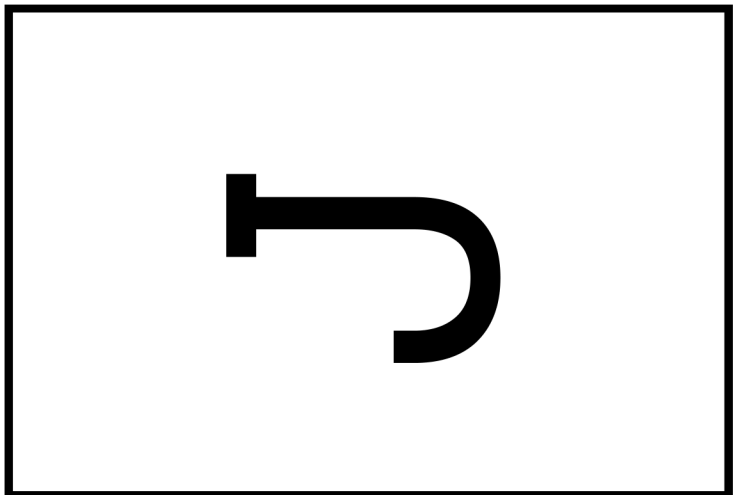
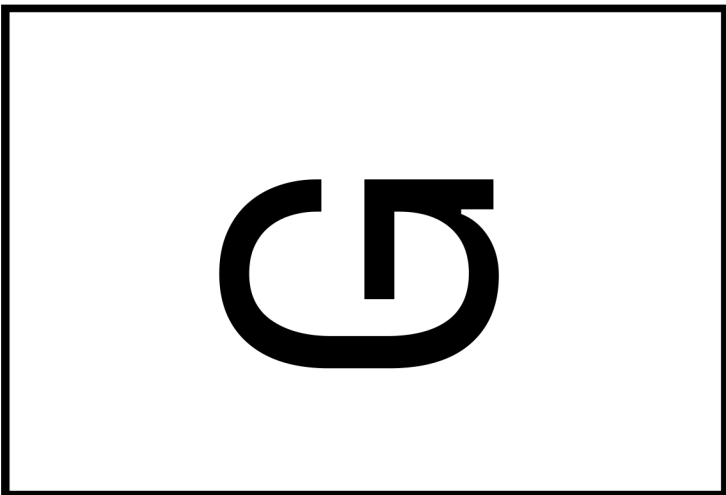
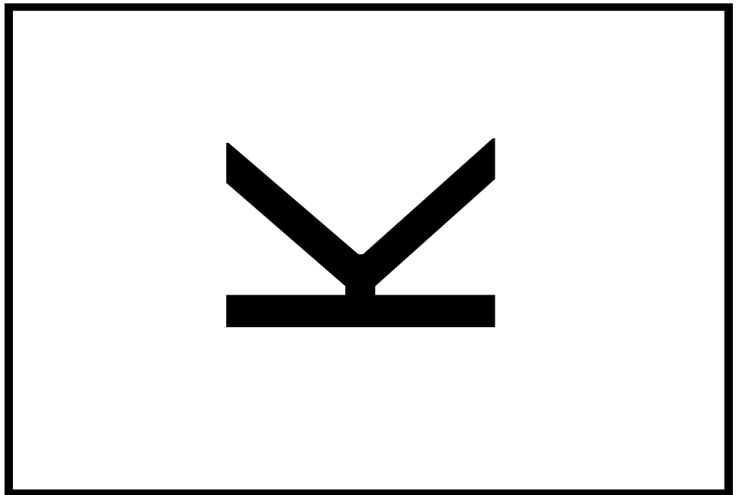
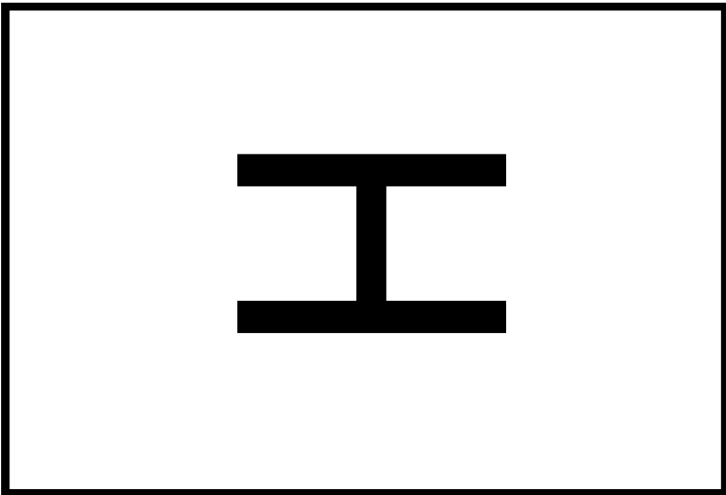
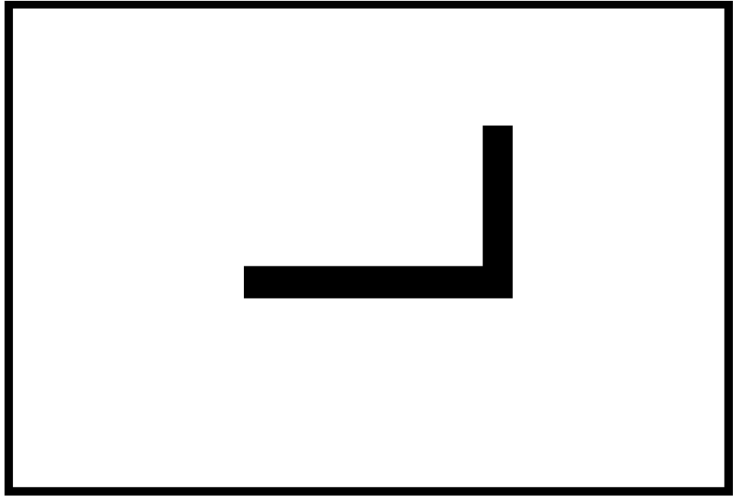
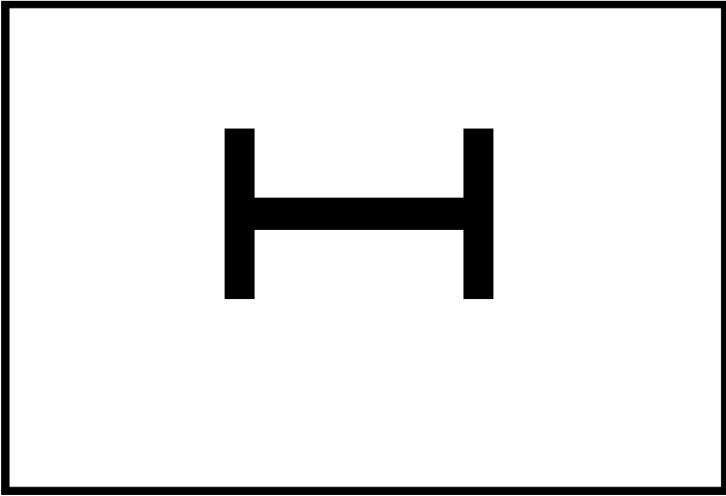
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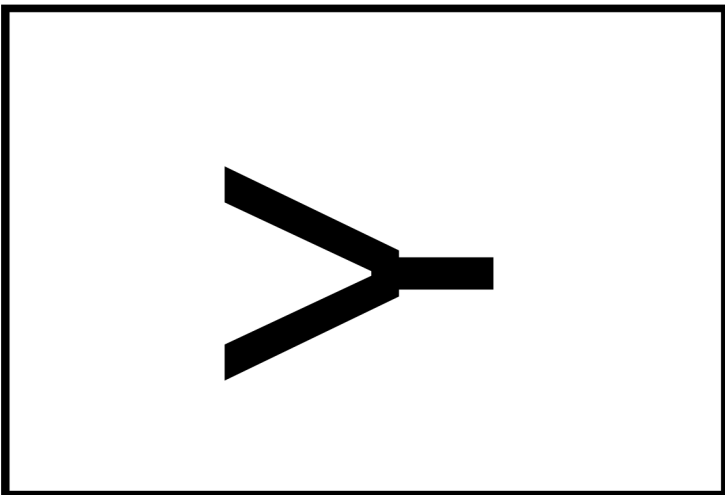
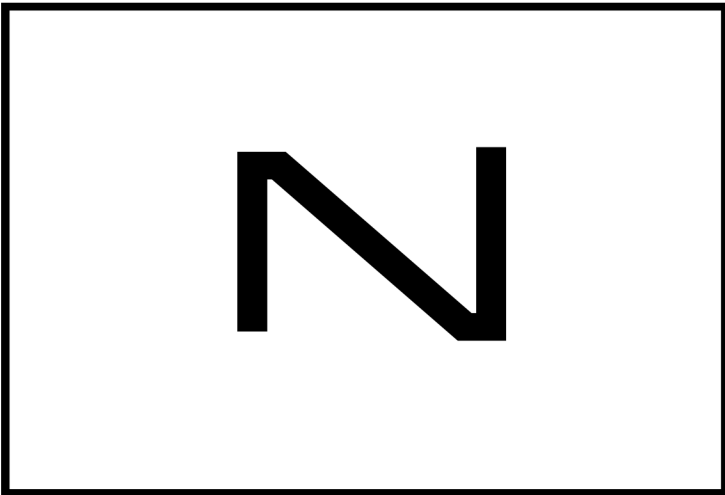
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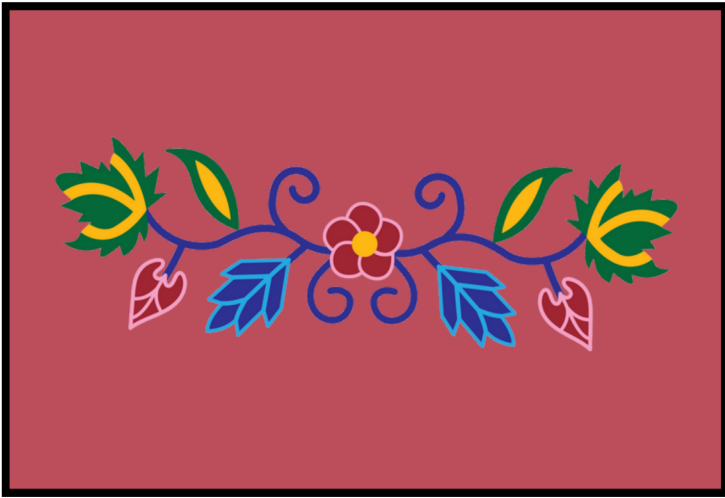
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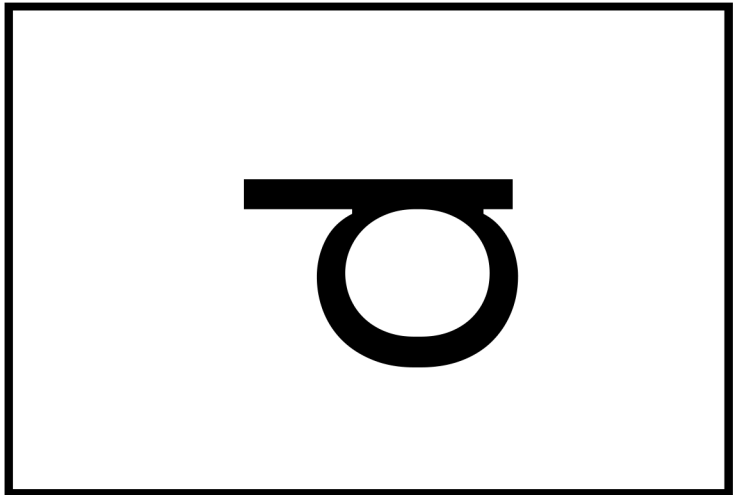
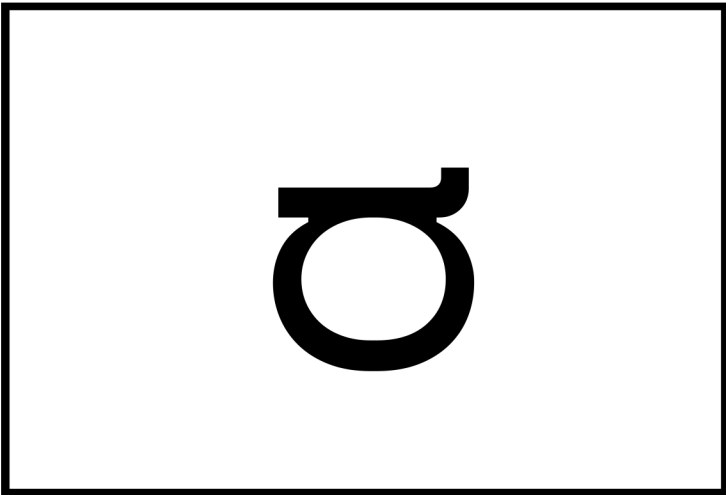
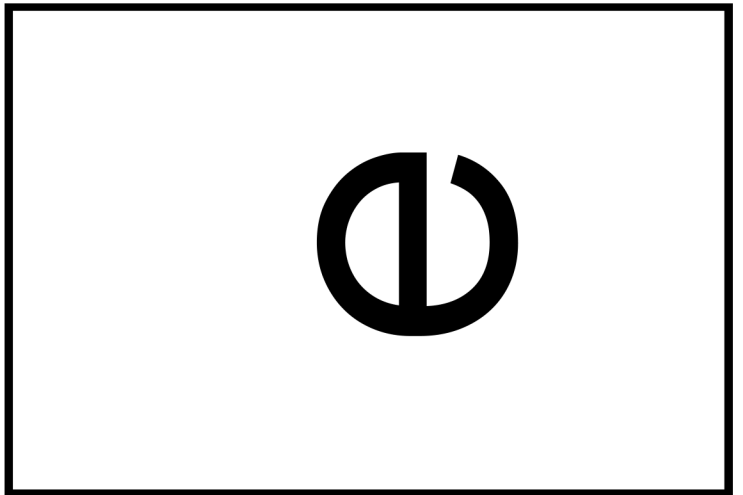
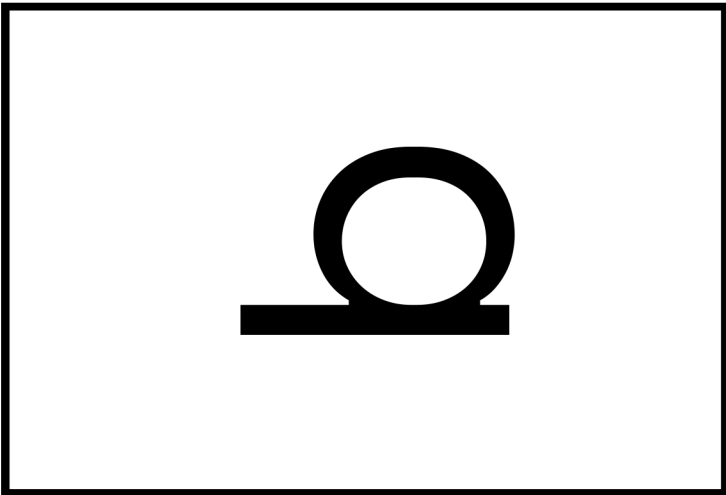
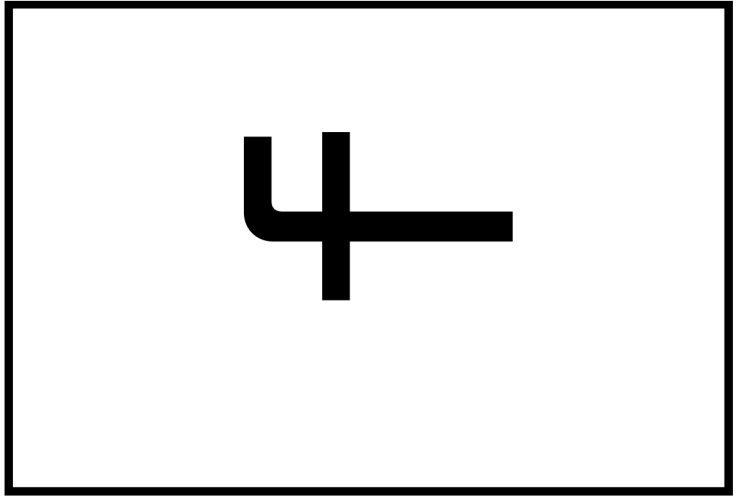
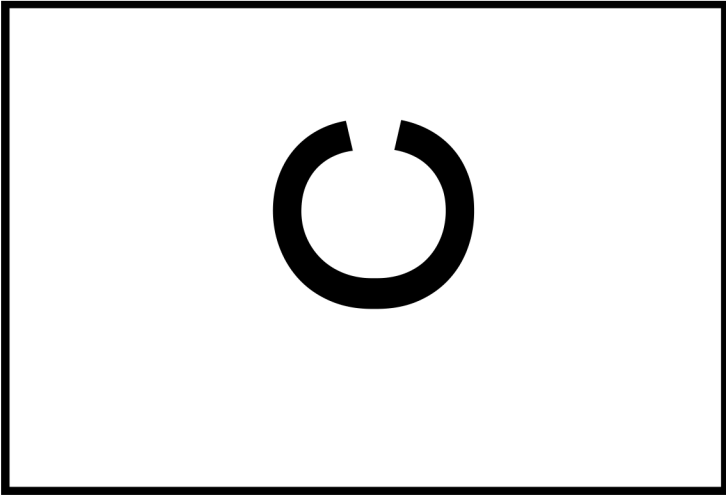
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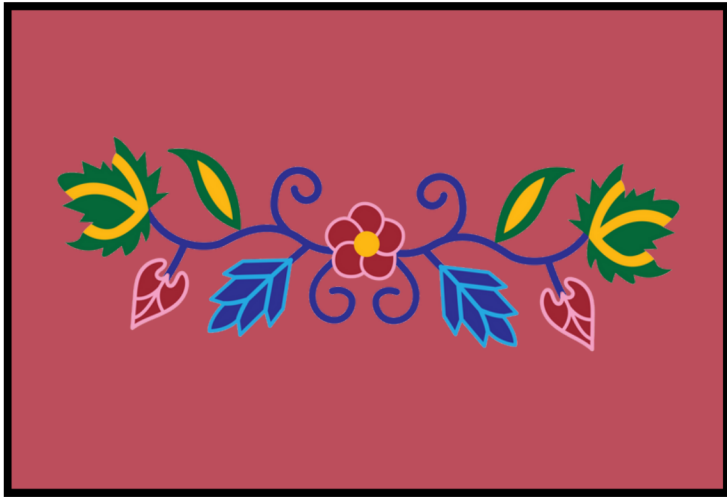
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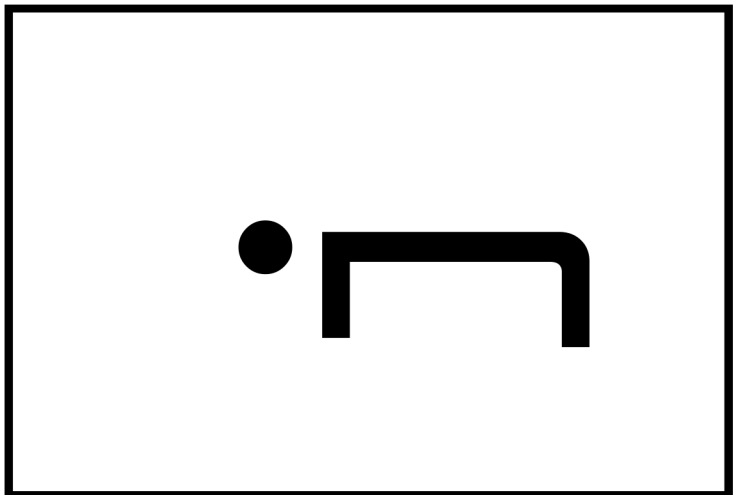
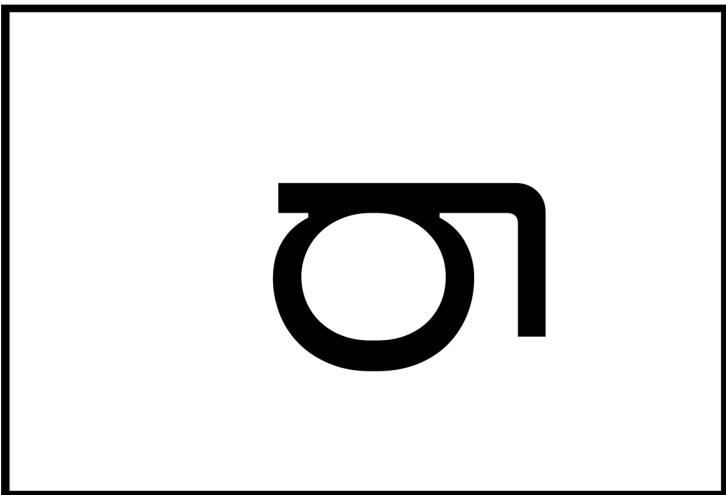
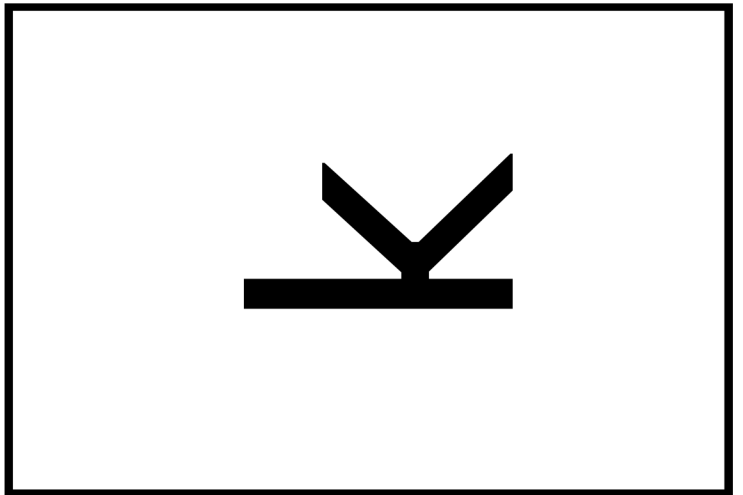
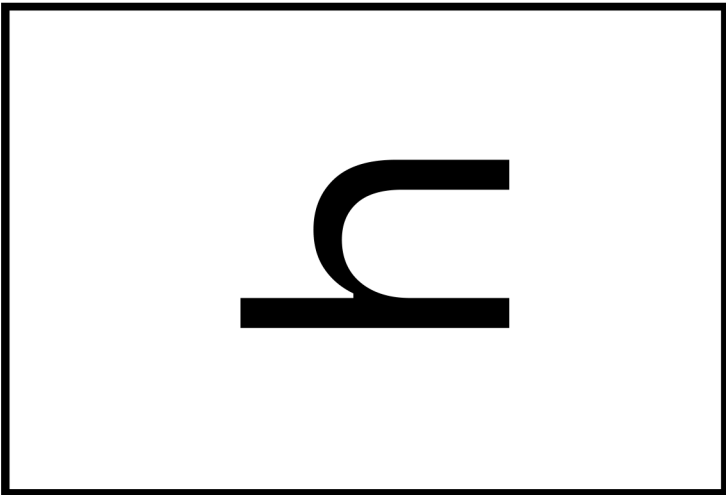
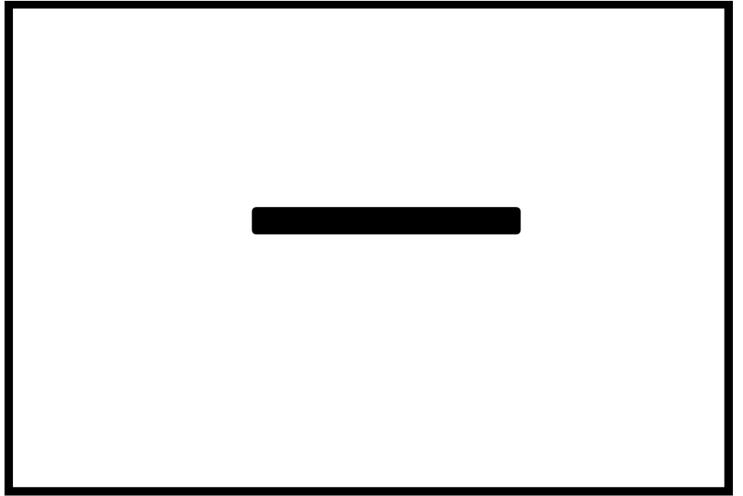
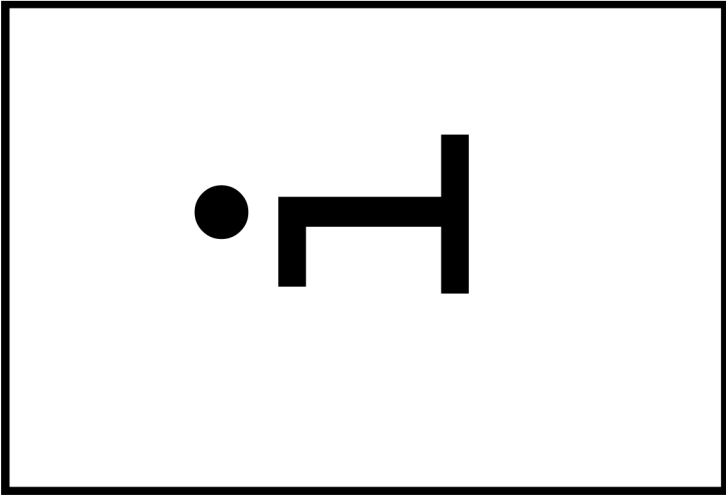




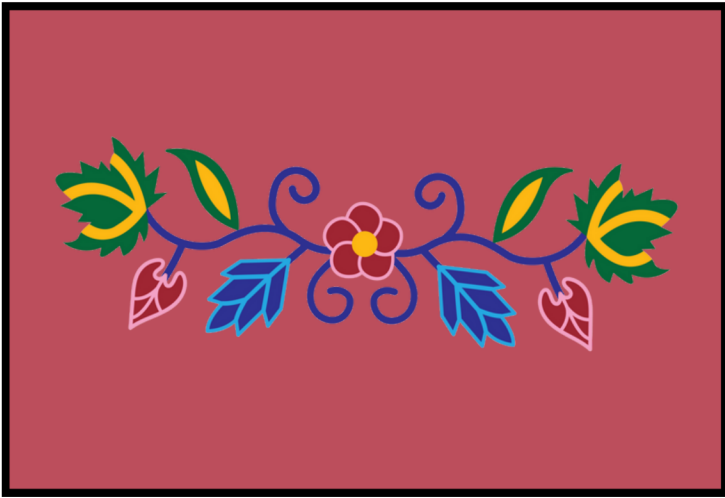












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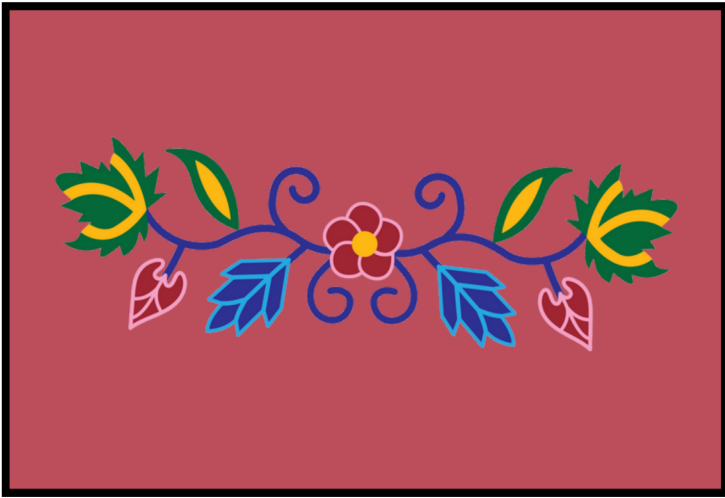
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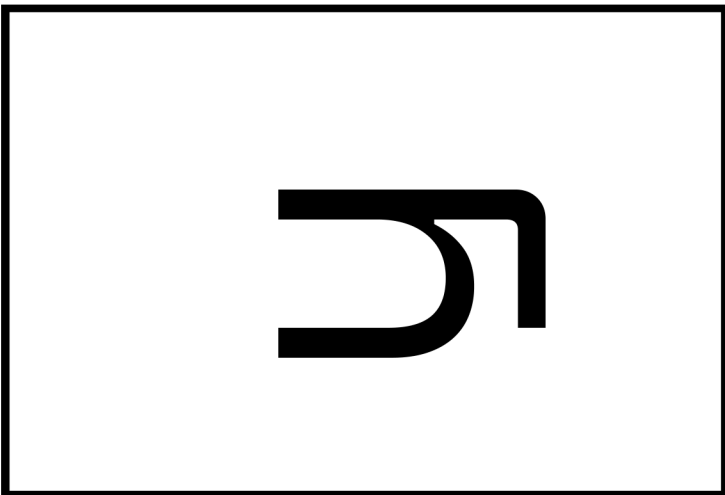
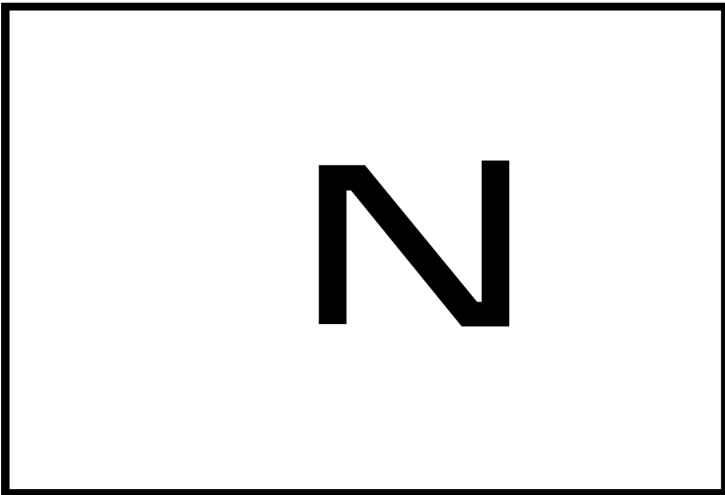
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# I SPY

STILL A WORK IN PROGRESS BUT THIS IS THE GENERAL IDEA



# TIP SHEET

## HOW TO HOLD A PENCIL/CRAYON

The proper writing grip is called the tripod grip: the thumb, index and middle fingers support and the last two fingers are bent in the palm. By allowing your child to see you properly hold a writing tool, they can learn it in no time!

- Remember that every child develops skills at their own pace. Positive encouragement is key during this time of learning.
- Encourage self-feeding for toddlers to further develop their holding skills.
- Start early writing/drawing with small pieces of crayon or pencil. Small children will automatically pick up small pieces of food and crayons using their pincer-style grip.

**The Crayon Song can be a learning tool as the child begins their writing/drawing journey:**

Pick up a crayon, pick up a crayon, this is easy to do,  
Pick up a crayon, pick up a crayon, I tell my fingers what to do.  
My thumb is bent, pointer fingers to the tip, tall man uses his side,  
I tuck the last two fingers in and take them for a ride!

Now I'm holding it just right, but not too tight. Every finger knows  
what to do!

And now I have a big surprise, a big surprise for you...  
Let's drop them and do it all again!

