22. Alphabet Hop

**Mission:**

**Organize:**

**Materials:** Poly spots with alphabet letters, two dice – one with alphabet letters and one with numerals (or spots to count), tape mark on the floor for starting point and clipboard with letters on dice down the side of the paper to predict numerals.

**Books:** *The Monster Who Lost His Mean* by Tiffany Strelitz Haber; *Chicka Chicka Boom Boom* by Bill Martin Jr.; *The Letters are Lost* by Lisa Campbell Ernst

**Set up:** In large motor area, spread out letter poly spots randomly. Several feet from the letters, lay a strip down as the starting point for jumping/hopping. Clipboard is placed close to starting spot and dice for rolling.

Given a die and scattered alphabet poly spots, children are asked to roll the die and jump that particular number of times to reach the letter they have chosen (either through a second die with letters or a pile of letter cards). In addition, prior to beginning the game children could be asked to predict the number of times they would roll each letter.

**Variations:**

Change locomotor skills (i.e. jump to hop), or change alphabet letters (i.e. uppercase vs. lower case).

**Extra Tips:**

It is helpful to have a consistent place for children to start their jumps/hops each time as it encourages them to think about how long each jump/hop needs to be to get them to their letter.
Children could be given choices about the locomotor skill they use or if they wanted to roll/name upper or lower case letters. Number the dice. Children could then jump/hop the same number to the alphabet letter.

Development and Learning Objectives:
- TSG 16a - Letter Naming, 20c - Names Numerals
- Early Learning Standard 11.2 - Early Literacy, Benchmark 4; 12.1 - Comparison of Numbers, Benchmark, 1, 2, 5

Physical:
- TSG 5c - Jumps, Hops
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

Children take turns in rolling the dice by rolling it to each other.

Children must exhibit self-control by jumping/hopping only the number of jumps/hops on the dice to the alphabet letter and working memory by remembering the number of jumps. Also, if upper and lower case letters were spread out randomly, children would have to remember if they were moving to the upper or lower case alphabet letters. When appropriate, you can add a different move for the upper and a different move for the lower case letters (cognitive flexibility).