

On  
The  
Go!

# BINDER CENTERS



LETTER  
IDENTIFICATION  
#1



Perfect for Social Distancing!



Letter Identification Practice

## TEACHER NOTES



### HOW TO USE THIS PRODUCT:

This activity is designed to allow for students to connect with each other in a unique way to traditional centers while staying safe by maintaining social distancing. This partner activity also allows for interactions without the need to share materials. While it is specifically designed for social distancing, the nature of center centers also makes for a great read and write activity that can be completed anywhere - in the classroom, in the hallway for interaction practice, even outdoors on a sunny day!

#### SET-UP:

- PRINT THE PAGES NEEDED FOR EACH STUDENT AND PLACE THEM IN CLEAR PINK PROTECTORS. (I typically print the "READER" PAGE AND CORRESPONDING "RESPONDER" PAGE BACK TO BACK AND ONLY TO SAVE PAPER, BUT TO ALLOW FOR STUDENTS TO EASILY FLIP BACK AND FORTH BETWEEN THE TWO AS THEIR ROLE CHANGES DURING THE ACTIVITY.)
- NEXT, DECIDE HOW YOU WOULD LIKE STUDENTS TO ACCESS THEIR CENTER MATERIALS. THERE ARE MANY WAYS THIS CAN BE DONE, HOWEVER HERE ARE TWO EXAMPLES IF YOU ARE LOOKING FOR IDEAS:
  - BINDER: PLACE THE PAGE IN THE STUDENT'S INDIVIDUAL BINDER TO BE PULLED OUT AND LAMINATED TO THEIR CENTER SPACE. THIS CAN BE STORED IN THE STUDENT'S DESK, ON A SHELF, A STUDENT BIN, ETC.
  - CLIPBOARD: CLIP THE PAGE BEING USED ONTO THE STUDENT'S PERSONAL CLIPBOARD. THIS ALLOWS FOR THEM TO EASILY CARRY THE ACTIVITY TO THEIR CENTER SPACE AND WILL ELIMINATE THE TIME IT WOULD TAKE TO FLIP TO THE APPROPRIATE PAGE.

\*NOTE: FOR THIS ACTIVITY THE STUDENTS WILL ALSO NEED A DRY ERASE MARKER AND SOMETHING TO USE TO WIPE OFF THE PAGES WHEN COMPLETE. BOTH ITEMS COULD BE STORED IN A PENCIL POUCH WHICH HOLDS THEIR BINDER FOR CENTERS OR IN A PERSONAL STUDENT MANIPULATIVE BOX/CONTAINER.

#### ACTIVITY:

STUDENTS BEGIN BY IDENTIFYING WHICH ROLE THEY WILL TAKE ON FIRST. THE READER IS RESPONSIBLE FOR READING THE LETTERS FROM LEFT TO RIGHT ALONG THE TRACKABLE LINE UNDER EACH LETTER AS WELL AS THEY ARE READ ALONG. WHILE THIS IS HAPPENING THE STUDENT WHO IS THE "READER" IS PRACTICING THEIR LETTER IDENTIFICATION AND THE STUDENT WHO IS THE "RESPONDER" IS PRACTICING TRACKING ONE-TO-ONE, AND ALSO WILL PROVIDE FEEDBACK OR SUPPORT TO THEIR PARTNER IF THE LETTER IS READ INCORRECTLY OR IF THE PARTNER IS UNABLE TO IDENTIFY THE LETTER. ONCE THE WHOLE PAGE HAS BEEN READ, THEY SIMPLY FLIP THEIR PAGES OVER AND SWITCH ROLES.

**N O T E S**

Teacher Instructions



## Reader



My job is to:

- Point to each letter on the page.
- Read each letter out loud.



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## Reviewer



My job is to:

- Listen to my partner read.
- Trace the dotted path as my partner reads each letter.



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Student Instruction Pages



Identify Uppercase Letters



Identify Lowercase Letters

T

 **Reader**   
Purple Mixed - Card #1

T i s M A  
S t a I m  
M A T S i  
a m I t

A

I

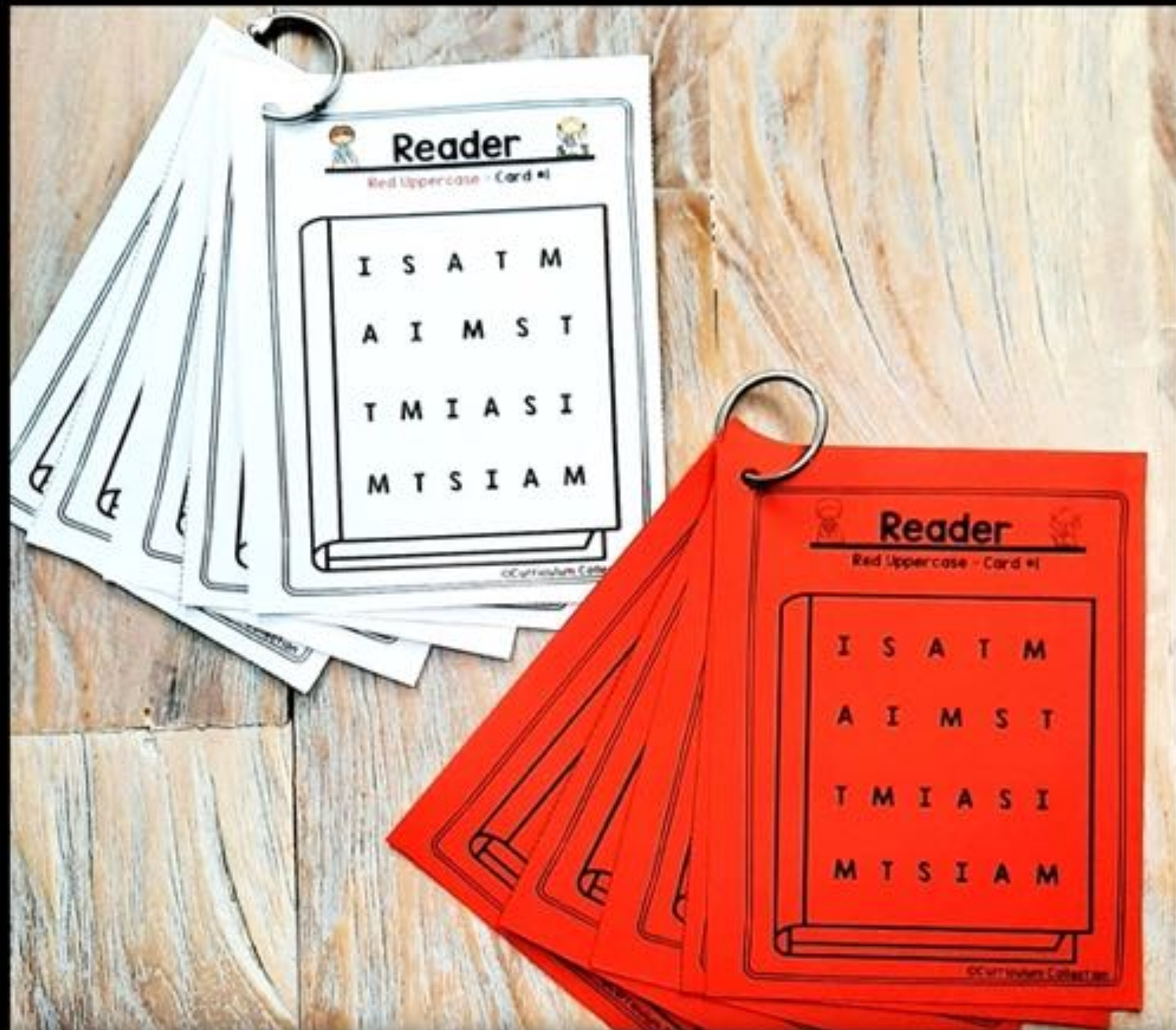
S

 **Reviewer**   
Purple Mixed - Card #1

T i s M A  
S t a I m  
M A T S i t  
a m I t s a

M

Identify Upper and Lower



Fluency Cards





Assess to see progress!



# Reviewer



F G H I J



H F J I



I J F I



J I G F



Fun On The Go!