

Milton & Prescott - My Letter Readers Single Letters

These printables are shared for personal use, without cost, in the hope that they will positively impact the children who use them.

Please be respectful of work shared on **Milton & Prescott** by ...

- Directing colleagues and others interested in this resource to miltonandprescott.com to download their free copy.
- Giving proper credit for the work to **Milton & Prescott**.
- Providing links to miltonandprescott.com when referencing resources we have available.
- Not selling **Milton & Prescott** work in any fashion, credited or otherwise.
 - Not posting **Milton & Prescott** work on another site.

Art work for our **Nursery Rhyme Unit** is provided by [Creative Clips](http://CreativeClips.com), whimsyclips.com and edu-clips.com.



Milton & Prescott, where we share what we have, to make a positive impact on young children.

Thoughts and Ideas: For My Letter Readers

I never had the opportunity to use My Letter Readers with my Kinders. They were born out of the desires of my 2015-2016 Pre-Kinders. I believe they will work for any age learning their alphabet but my personal experience is with Pre-K. (For the whole story on the birth of My Letter Readers see my blog introducing My Letter Readers at miltonandprescott.com)

How I use My Letter Readers: On **Monday**, at a teacher directed center, my Pre-Kinders are given their My Letter Reader for the week. After writing their names on the front cover we take a picture walk through the book. On our picture walk we simply look at the pictures. I refrain as much as possible giving them the name of the picture. The more they discover or label themselves the more personal the experience and learning. If they are struggling I will give hints. For example, if the picture is of a hen and they say chicken I would ask them what another name for a chicken might be. Usually someone will figure it out. If they absolutely can not name the picture I will give them the word we will be using. Then we go back to the front cover and, using our pointer finger, we read the title. We read the pages together. Each page we repeat three times before moving on. We say the letter name, the object name then make the sound. When finished we color the reader until time to rotate to the next center.

Tuesday - Friday we read the reader at the beginning of each group's directed center time. Then we move to the focus letter work I have planned for that day. (Weekly focus letter work can be downloaded at miltonandprescott.com)

By **Friday** they are reading the reader by themselves and when they take it home will proudly read it to their family. My Letter Readers allow them to feel like successful readers. Feeling successful is half the battle when learning to read.

My

D

Book

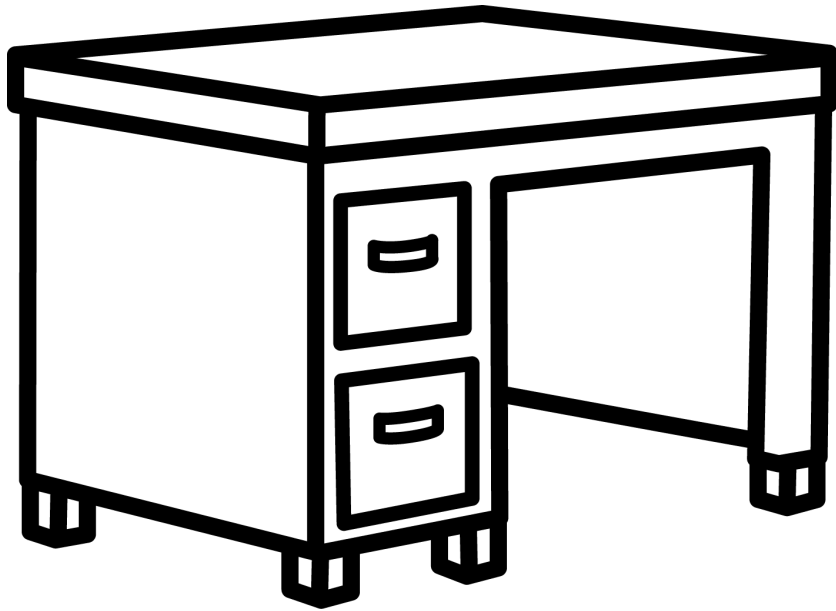
By: _____

My

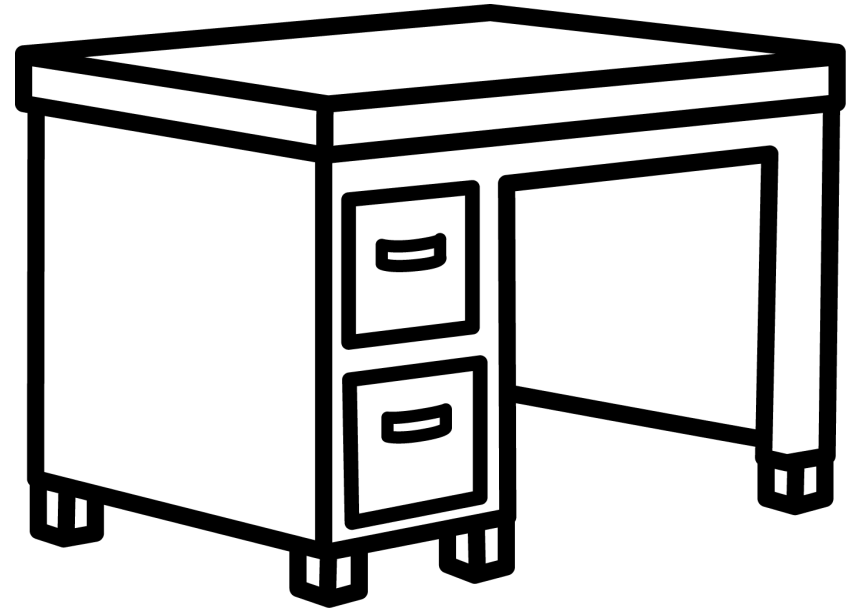
D

Book

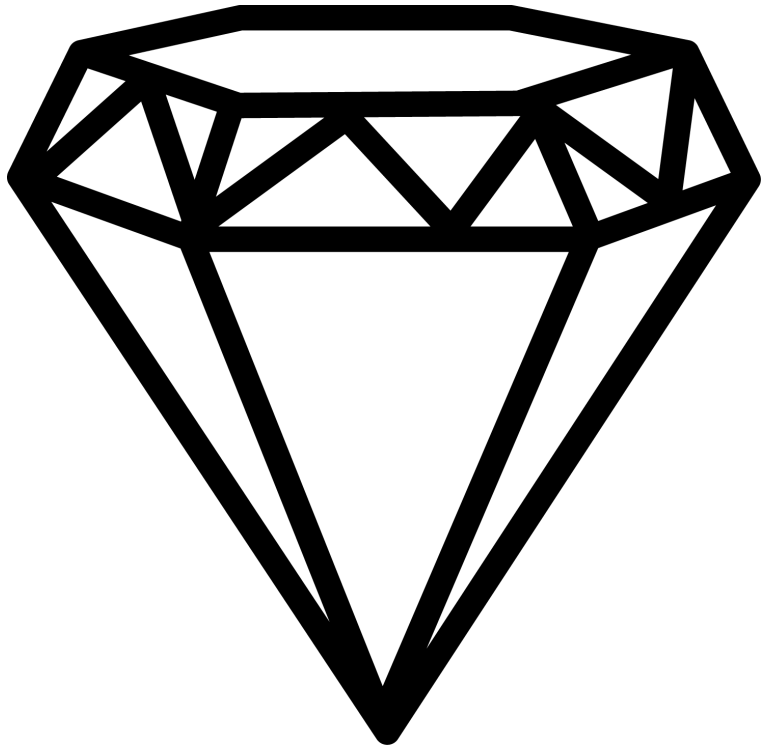
By: _____



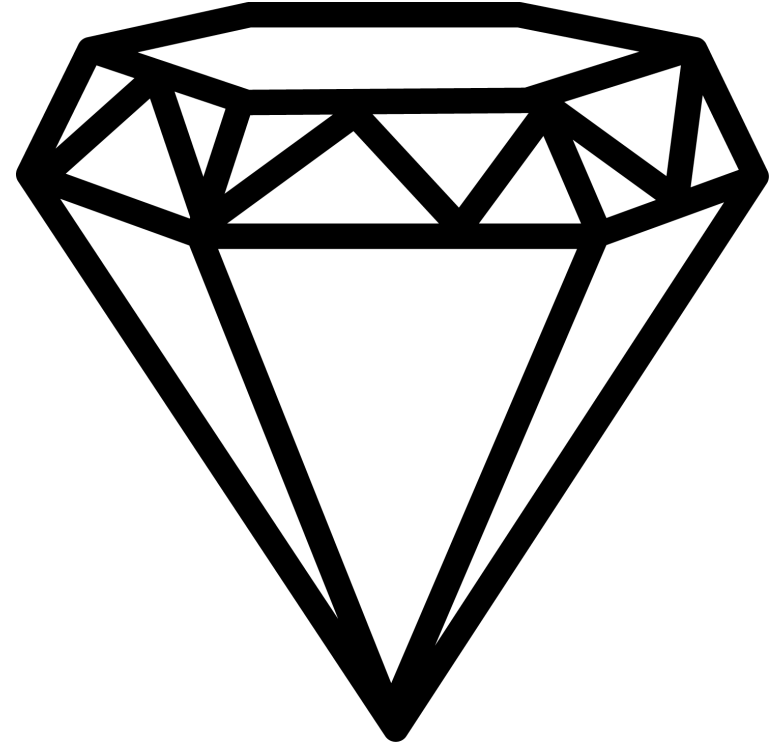
D desk /d/



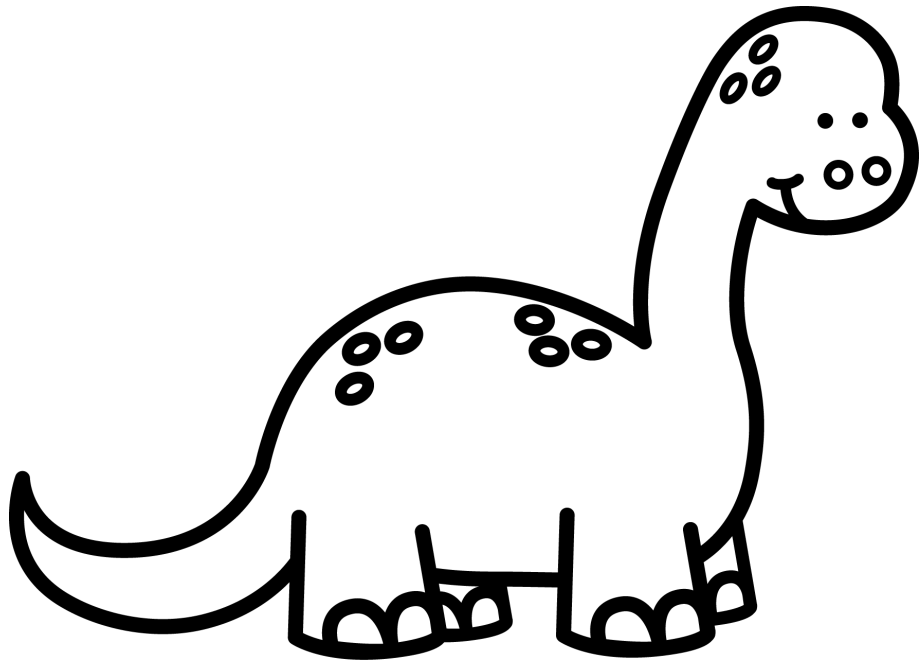
D desk /d/



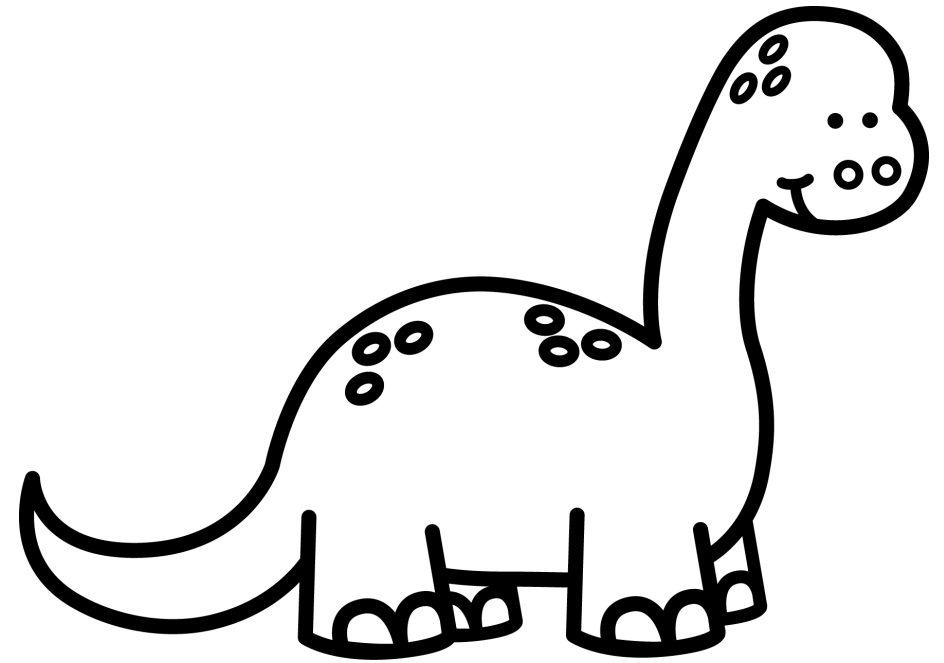
D diamond /d/



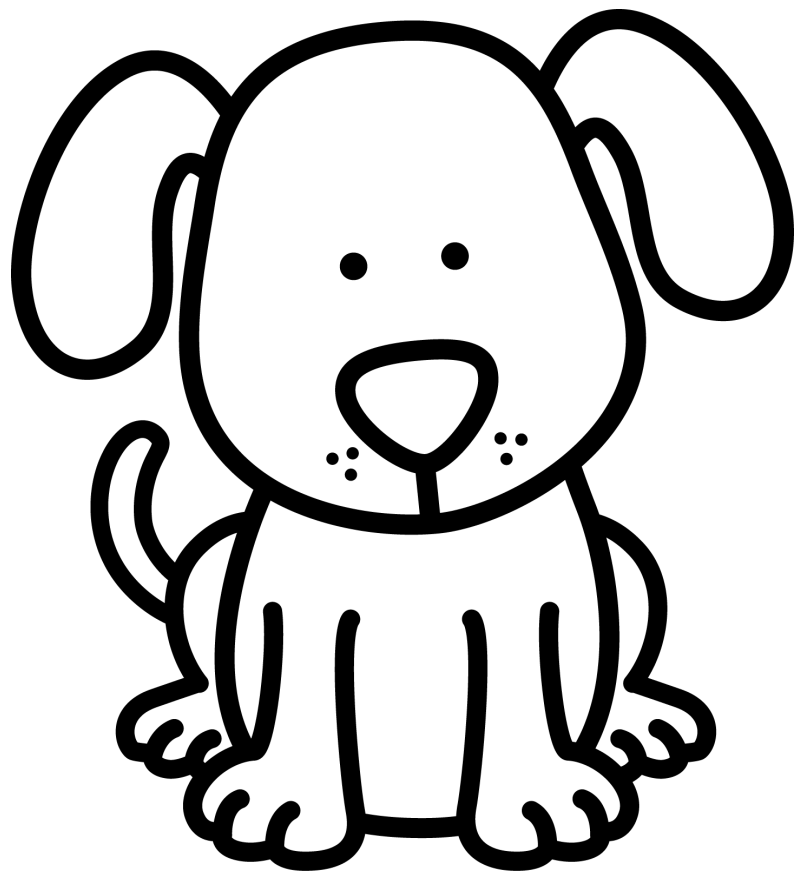
D diamond /d/



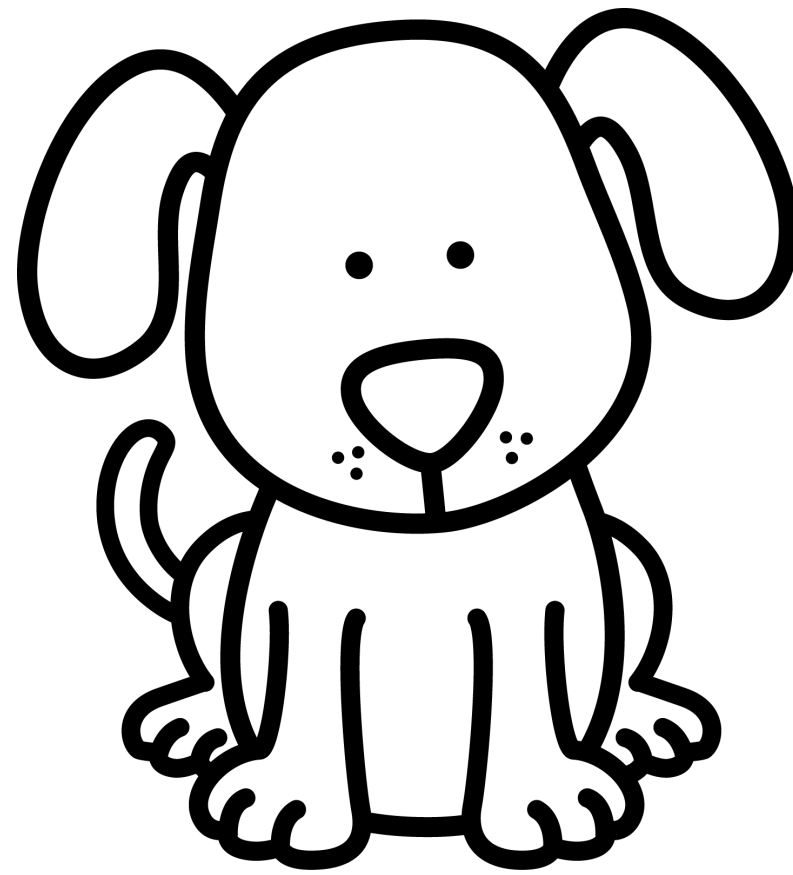
D dinosaur /d/



D dinosaur /d/



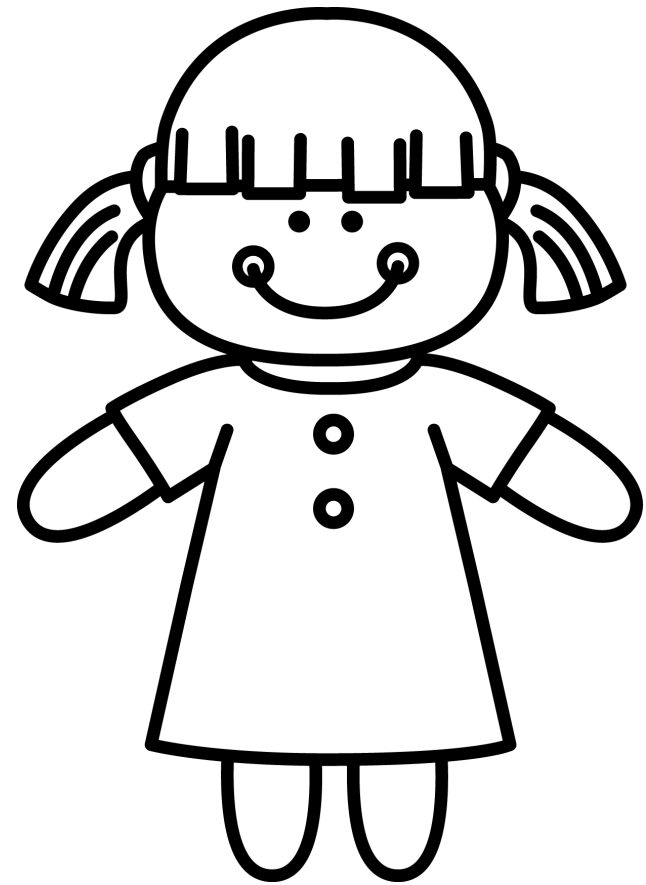
D dog /d/



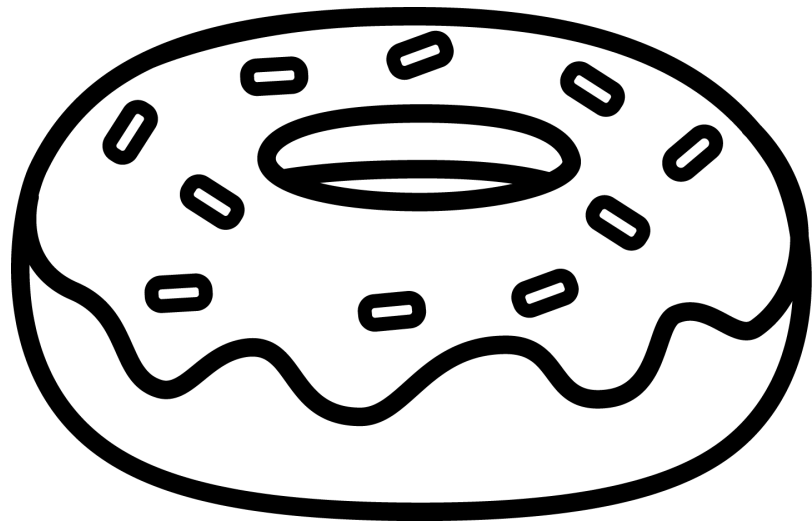
D dog /d/



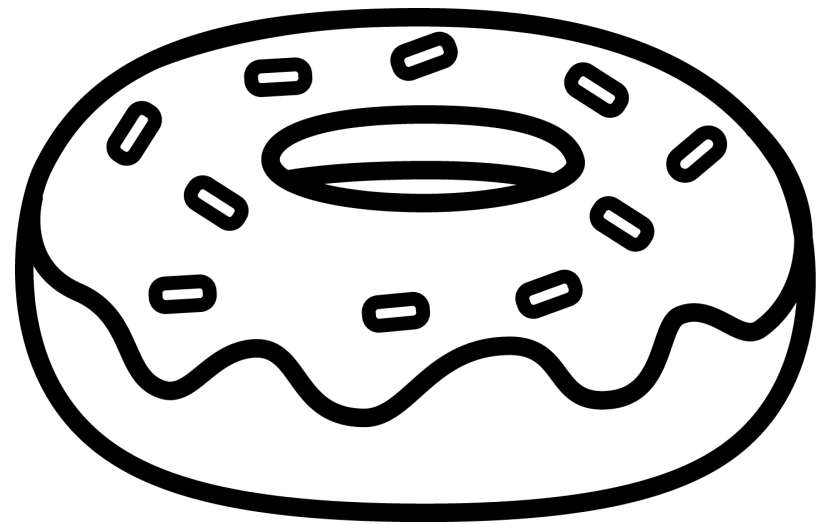
D doll /d/



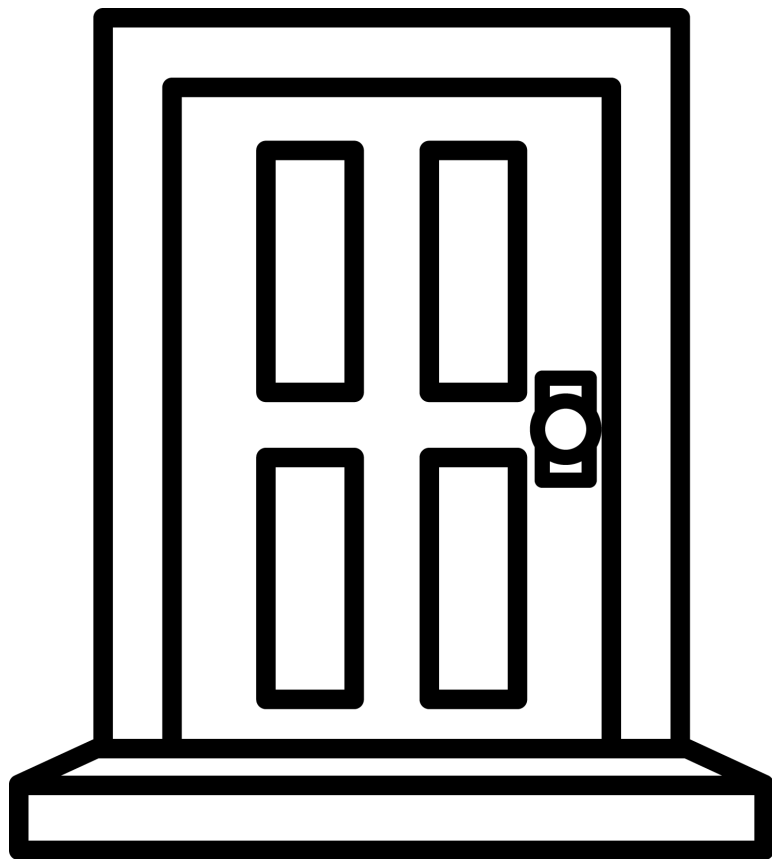
D doll /d/



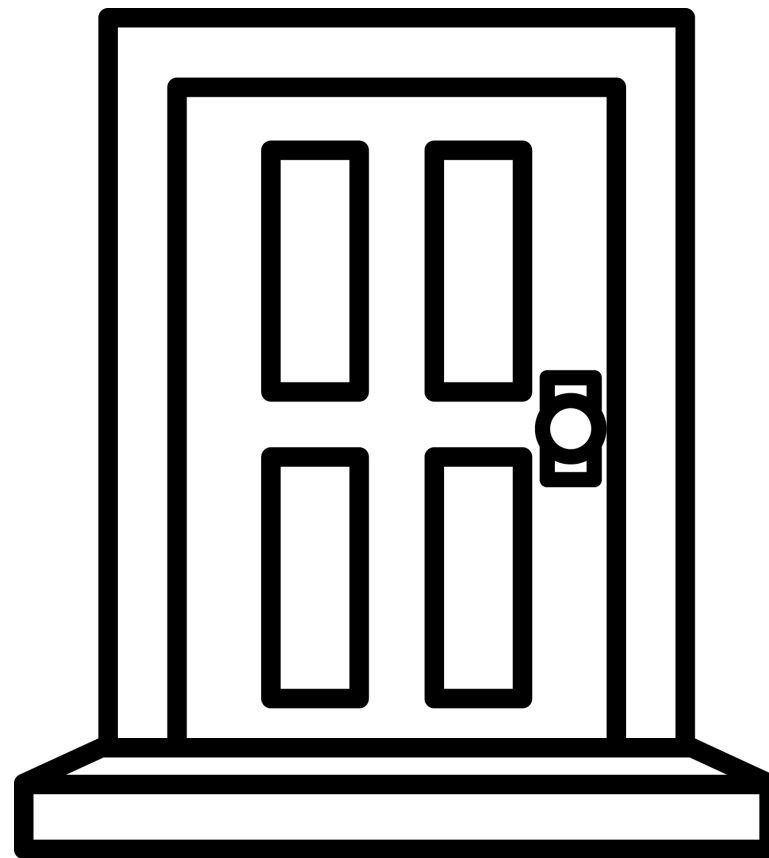
D doughnut /d/



D doughnut /d/



D door /d/



D door /d/