

Letter and Sound Recognition: Alphabet Photography



Reading & Visual Arts

Grade
K

Reading Foundational Skills Common Core Standard(s) Grade K

RF3.a Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant and vowel.
With prompting and support, identify and name upper and lower case letters of the alphabet; use pictures or symbols to cue sound of the consonant letters and vowels.

Visual Arts (MD) Standard(s) Grade K

3.1.a Experiment with art media, processes and techniques and identify ways they can be used to express



CONNECTED OBJECTIVES
Students will learn to match sounds to letters by photographing an object and writing the beginning letter.

MATERIALS & RESOURCES

- Digital camera, computer, printer, photographic paper or card stock
- Objects
- Colored markers (markers do not need to be permanent if using card stock) or Permanent colored markers (permanent markers work better on photographic paper)
- Black and White photographs by Wendy Ewald.

KEY CONTENT VOCABULARY

- Letters
- Beginning sounds

KEY ARTS VOCABULARY

- Black and white
- Photograph
- Contrast

A S S E S S M E N T

- Observation—are students able to identify the beginning sound of their object?
- Observation—are students able to write the correct sound for their picture?



L E S S O N S T E P S

Day 1

- Introduce black and white photography by showing some images of photographs. Define black and white photography as images taken with the absence of color. Explain that photographers sometimes use black and white photography to give their artwork an interesting tone or feel. Black and white photography also gives images a greater contrast than color photographs. Black and white photography was the first type of photography used. For the purpose of our project, we are using black and white photography to make our letter writing stand out.
- Explain that students will be using black and white photography with a digital camera to create artwork that shows objects and the beginning sounds. For example, our letter cards have all the letters of the alphabet with matching pictures to help us understand that letter sound.
- Show the images of Wendy Ewald's Alphabet Project attached so students can see what they will be creating.
- Assign a letter or letters to each student (depending on your class size). Some students may need more than one letter.
- Students may search classroom and playground for objects that match their letter. (It's a good idea to have objects of the less prominent letters like q, x and z available or you may want to assign the more difficult letters to higher students to provide a challenge.)
- Have students work with a partner to decide on pose and position of prop. Photographs could be done inside or outside.
- Teacher works with groups to take photographs. Teacher downloads photographs and converts photos to black and white and prints photos onto photographic paper or card stock. (This part of the lesson was completed the first day).

Day 2

- Tell students that they will be now using their letter knowledge to write the letter and write the word for their object using colored markers. Teacher may assist with spelling.
- Students may also use colored markers to decorate their image or draw more items that start with their letter. (This is not pictured here but kids love drawing and coloring on their images. It's a good idea to let them know to keep it appropriate and relevant to their letter and not to color or draw on their faces.)
- Students may share their creations with the class and tell about their letter and sound.

EXTENSIONS & OPTIONS

For higher students:

- Assign less prominent letters
- Assign more than one letter
- Assign blends or diagraphs
- Have students write a sentence that tells about their object

Students could be taught to take photographs themselves if your school has digital cameras.

SOURCES & RESOURCES

Adapted from: *I Wanna Take Me a Picture: Teaching Photography and Writing to Children*, by Wendy Ewald; CoAuthored by Alexandra Lightfoot. A Lyndhurst Book published by the Center for Documentary Studies. Boston; 2001

Photographs by Wendy Ewald retrieved on June 25, 2013 from http://64.130.1.162/if_exhibit.php?exhibit_id=45 and <http://www.liveauctioneers.com/item/6754556>

G E T S M A R T T H R O U G H T H E A R T S

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S u p p o r t i n g D o c u m e n t s

