**“Point to each letter as its name is sung in a song”** (PCF, Vol. 1, p. 144).

Be creative and adapt lyrics to familiar songs to include alphabetic or word recognition.

**“B-I-N-G-O:”**

Use a felt board and felt letters to spell out BINGO. Point to each letter of the song as you sing and remove the letters as you sing.

Options: Include phonological awareness by changing the first letter (B) for another letter and singing the song again. You may choose to use the first letter of interested children’s names.

For example:

**Teacher**: What is your special letter Katie?

**Katie**: K!

**Teacher**: Yes!

Then the teacher would replace B for K and sing, “K-I-N-G-O Kingo is his namo!”

Teacher tips\*:

* Use a dark colored background and bright large letters to increase visibility.
* Use a pointer or a flashlight to touch each letter as it is sung to increase visibility.

**“Old McDonald Had a Farm:”**

Use a magnet board and magnet letters to sing “Old McDonald had a Farm.” Add sound and letter recognition by changing the song to the farm having letters instead of animals.

For example, one verse might be:

Old McDonald had a farm E-I-E-I-O

And on this farm there was an H E-I-E-I-O

With a Huh huh here and a huh huh there, here a huh, there a huh, everywhere a huh huh

Old Mc Donald had a farm E-I-E-I-O

Teacher tips\*:

* Increase attention by providing individual letters for students to hold and touch.
* Increase attention by having students tap legs to the beat; this will amplify proprioceptive feedback.

\*While these tips are helpful for all children, they may be especially beneficial for students with specific disabilities.