Explicit Alphabet Instruction Routine

THE LETTER

Bb

EXPLICIT ALPHABET INSTRUCTION ROUTINE

Based on: Jones, C. D., Clark, S. K., & Reutzel, D. R. (2013). Enhancing Alphabet Knowledge Instruction: ResearchImplications and Practical Strategies for Early Childhood Educators. Early Childhood Education Journal, 41(2),81-89. doi.10.1007/s10643-012-0534-9 and on information from the Centre for Literacy and Disability Studies.

Modified for students who need AAC and who may have difficulty with handwriting by Jane Farrall.

This PowerPoint can be used to deliver the script or merely as a visual prompt.

Kit needed:

- Student AAC Systems (and your modelling system)
- Whiteboard or blank piece of paper;
- If using a whiteboard, you need a whiteboard marker and an eraser; if using paper you need a marker;
- Student writing tools (and one for you to model with)
- A picture book or other piece of text per student e.g. signs, advertising material.

Jane Farrall CONSULTING
Literacy - AAC - Assistive Technology

STEP 1

EXPLANATION OF OBJECTIVE

Bb

Teacher says:

"Today you will be learning the name, sound, and how to write the letter B (use letter name). Learning this letter will help you to read and write many words."

STEP 2

LETTER IDENTIFICATION

LETTER NAME THEN LETTER SOUND

Bb

Teacher says:

"This is the letter B (use letter name). This is the uppercase letter B (point to it and/or write it; use letter name). This is the lowercase letter b (point to it and/or write it; use letter name)." *If the student uses an alternate pencil or keyboard, demonstrate how you can find it on their writing tool as well.*

Bb

Teacher says:

"Let's practice naming this letter. What is this letter? You can say it with your mouth or you can say it in your head." *Point to uppercase and lowercase letters in different orders at least three times, reminding students to say the letter name either out loud or with their inner voice.*

Bb

Teacher says:

"This is the letter B (use letter name). This letter represents the sound b (make the letter sound)." *As you talk, show or write the letters. Now talk with the student(s) about familiar people, places or things which include that letter sound in their name and which might help the student to remember the sound. For example, ball (if they enjoy playing with it), banana (if they eat them), etc. Write down each word as you talk about it.*

Bb

Teacher says:

"Let's practice saying the sound this letter represents. The letter B (use letter name) represents the sound b (make the letter sound). Let's say it together – you can say it with your mouth or you can say it in your head." *Point to uppercase and lowercase letters in different orders at least three times, reminding students to say the letter name either out loud or with their inner voice.*

STEP 3

RECOGNISING THE LETTER IN TEXT

Teacher says:

"Now, let's look for the letter b (use letter name)." *Give each student a picture book, or other piece of text, and ask them to look for the letter b in the book. Look for both upper and lower case letters. Use the words "upper case" and "capital" interchangeably. Each time they find the letter, encourage students to say both the letter name and the letter sound - either out loud or in their head. If a student cannot point to letters, use partner assisted scanning to encourage them to find the letter in print.*

STEP 4

TEACHER PRODUCES THE LETTER FORM

Teacher produces the letter and says:

"Let me show you how to write the letter B (use letter name). This is upper case B (write upper case letter and use letter name) and this is lower case b (write lower case letter and use letter name)."

As you write the letters, talk about how to write them and about their shape e.g. To write uppercase A, I go up and then down and then I do a separate line across. Uppercase A looks a bit like a tent – it has a point at the top.

STEP 4

STUDENT PRODUCES THE LETTER FORM

If student uses an alphabet flip chart, have an uppercase and lower case version available.

Teacher says “Let’s practice writing the letter b (use letter name) using the flip chart.” *Practice finding and pointing to uppercase and lowercase forms using flip chart(s), showing the student how they would navigate to them.*

If student uses a keyboard, letter board or alphabet page in their AAC system make sure they have uppercase and lower case versions available.

Teacher says “Let’s practice writing the letter b (use letter name) using the keyboard.” *Practice finding and pointing to uppercase and lowercase forms using their writing tool.*

If student uses pencil or a marker.

Teacher says “Let’s practice writing the letter b (use letter name) together.” *Practice writing uppercase and lowercase forms using their writing tool.*

STEP 5

SUMMARY

Bb

Teacher says:

"Now we know the name of this letter. It is the letter B (use letter name). It represents the sound b (make the letter sound). Now we can use this letter to help us read and write many words."