

## Directions for the Alphabet Simulation Activity:

To complete this simulation, an alphabet mat, alphabet letter squares (consonants in black, vowels in red, and “y” in green), and possible activities have been provided. Information for this section of the lesson plan can be found within *Multisensory Teaching of Basic Language Skills, Third Edition*, Chapter 6: Alphabet Knowledge – Letter Recognition, Naming, and Sequencing (Allen, K.A. with Neuhaus, G.F. and Beckwith, M., 2011), pp. 145 – 178.

- 1) After printing the mat and printing and cutting the letters, you are ready to practice activities that you will ask your students to complete.
- 2) Remember these activities will only be five minutes of your total 50 to 60 minute lesson plan, and will target letter identification, rapid naming, and sequencing activities. (Allen, Neuhaus, and Beckwith, 2011, p. 156)
- 3) Use uppercase letters with this activity until students can rapidly and accurately identify them in sequence and randomly.
- 4) Let’s get started. Arrange the letter squares in an arc as demonstrated on the Alphabet Placemat. As you place the letters into the arc format, touch and say the letter names (discovering the correct sequence of the letters of the alphabet). This is important to create the multisensory interaction of auditory, visual, and kinesthetic/tactile paths of information intake.
- 5) Another procedure for laying out the letters into the arc, would be to ask the students to place the beginning or initial letter of the alphabet, a, in its appropriate position, place the final letter, z, in its appropriate position, then place the medial letters, m and n, in their appropriate position. This models beginning, ending and medial sounds of words. Once these four letters are in place, ask the students to place the remaining letters in their appropriate places, touching and saying the names of the letters as they do.

- 6) Placing the letters into the arc format may be scaffolded as well, by having students place their letters over the letters on the placemat which may be printed in a larger format from the Florida Center for Reading Research website. The next step might be to have them place their letters below the letters on the mat and finally forming their own arc.
- 7) Once the arc has been formed, the teacher will ask the students to pull down letters randomly, touching and saying them as they do and then replacing them in the arc.
- 8) Now, ask students to touch and say letters emphasizing every second or third letter. This teaches accent and rhythm.
- 9) Next, ask students to pull down letters before and after other letters, thus teaching the concept of before and after.
- 10) Another strategy to use with the alphabet arc is to have students form words that might be sight words, words following introduced concepts, and word concepts that will be introduced within the lesson. Perhaps you will be teaching the concept of closed syllables with short /a/. Ask students to pull down letters that might form a series of words following the closed syllable with short /a/ pattern, *ball*, *mall*, *tall*, *pall* and so on. You might want to use more complex words depending on the age and grade of the students.
- 11) Again, this section of the lesson plan is five minutes in duration but introduces the alphabet, reinforces alphabetic knowledge and may be used to reinforce other learned concepts.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>
<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>
<b>Y</b>	<b>Z</b>		



Alphabet Arc Model from the Florida Center on Reading Research