

The Alphabetic Principle

The student will use beginning sound isolation to connect the sounds of spoken language to printed letters and begin to identify and learn the alphabet. This relationship between sounds and letters—the *alphabetic principle*—will be his guide as he learns to read and spell.

Alphabet Cards

Item #200 (Small)



IMAGE #37

Prerequisite skill: The student can isolate beginning sounds.

Purpose: To show the student how to identify the sound of a letter that is next to a key picture

Materials: Alphabet Cards for cluster #1 letters A-G-H-M-S

Activity:

1. Introduce the Cluster 1 alphabet cards by naming each picture, isolating the beginning sound and then pointing to the letter and saying the sound again.

/a/..APPLE. This letter says /a/.

/g/..GOAT. This letter says /g/.

2. Go through the set of five cards again, letting the student tell *you* the sound of each letter by isolating the beginning sound of the picture.

Note:

- The alphabetic principle should be introduced as soon as a student is able to isolate beginning sounds of spoken words.
- A student who can identify the sound of a letter that is next to a key picture doesn't necessarily "know" that letter. It doesn't mean he will remember the sound of that letter yet. But this shows that the student can apply the *alphabetic principle* and understands how to map sounds to letters.

Alphabet Activities

Letter & Picture Sorting

Item #200 (S), Item #211

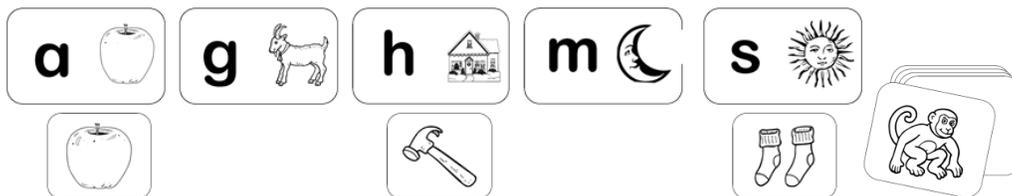


IMAGE #38, IMAGE #39

Prerequisite skills:

- The student can isolate beginning sounds of spoken words.
- The student has been introduced to the alphabet cards and can identify the sound of a letter that is next to a key picture.

Materials:

- Alphabet Cards for cluster #1 letters A-G-H-M-S
- Letter & Picture Sorting cards for cluster #1 letters A-G-H-M-S

Purpose:

- To match the beginning sounds of spoken words to printed letters
- To gain strong recognition of the cluster #1 letters

Activity:

1. Place the cluster #1 alphabet cards in a row at the top of the workspace, pictures facing up.
2. As a review, ask the student to identify the sounds of the letters on the alphabet cards.
3. Place the deck of picture cards face down.
4. Take a card, identify the picture and isolate the beginning sound and place the picture card beneath the letter that matches that beginning sound. Be sure to make it clear to the child that you are using the key picture as a guide to help you find the correct letter.

MONKEY. /mmm/...MONKEY.

There's the letter /m/, next to the picture of /m/..MOON.

5. Take another turn in order to model the process clearly.
6. Invite the student to have a turn and then alternate turns as needed until the student can work independently. Independence with this lesson may not happen with this first lesson.
7. Show the student the image for this activity on the Cluster 1 Alphabet Activities self-checking practice sheet. He may now choose to play this game during practice sessions.

Challenge Activity:

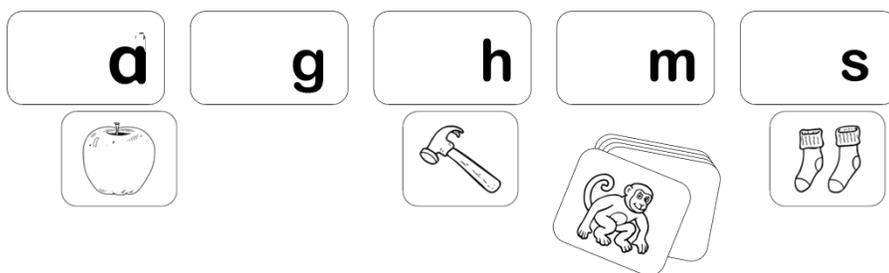


IMAGE #40

1. When the student is confident in sorting the pictures, introduce a challenge by turning the Alphabet Cards so the key pictures are face down.
2. Ask the student to sort the picture cards without help from the key pictures.

Notes:

- You may need to work with a young child several times on this challenge activity before he is successful working independently with it.
- This is a kind of multiple-choice quiz. The student is not asked to read a letter, only to *recognize* it when prompted by the beginning sound of a picture card he chooses.
- Show the student the image for this activity on the Cluster 1 Alphabet Activities self-checking practice sheet. He may now choose to play this game during practice sessions.