

Science of Reading

Putting Research into Action

Multi-Componential Alphabetic Knowledge Lesson Plan

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LESSON OBJECTIVE

Students will learn the name, sound, and write the symbols for the upper- and lower-case letter ____.

SUPPLIES

Bag of mixed alphabet letters (sponge, magnetic, tiles, etc.), washable markers, lap boards, highlighters, crayons, copies of enlarged print, and highlighter tape. (Changing the media, objects, and tools increases student motivation)

EXPLANATION

Tell children: Today boys and girls you will be learning to name, say the sound of, and write the upper-and-lower-case letter ____. Learning the letter name, sound and how to write upper-and-lower-case letter ____ will help you to read and write many new words.

LETTER NAME IDENTIFICATION

This is the capital letter _____. Show how to write the upper-case form of the letter _____.

This is the lower-case letter _____. Show how to write the lower-case form of the letter _____.

Let's practice naming this letter.

What is this letter ____? Point in different order to upper-and-lower- case letters ____ at least 3 times.

LETTER SOUND IDENTIFICATION

The letter ____ makes the /_/ sound. Say the /_/ sound with me. What is the sound of the letter ____? Point to upper-and-lower-case letter ____ at least 3 times asking students to say the sound of the letter.

SORT OR CATEGORIZE THE LETTERS

Here are some upper- and lower-case letters____. Prepare 6-8 upper- and lower-case ____ magnetic letters, foam letters, or dye cuts mixed in a grab bag.

We need to sort these letters into upper- and lower-case categories. Begin with a closed sort and in subsequent review lessons use an open sort.

I'll put each letter on the board and if it is an upper-case letter ___, you say, 'Upper case, ___.'

If it is a lower-case letter ___, say, 'Lower case, ___.'

Place letters on whiteboard one at a time for students to identify and sort.

FIND OR DISCRIMINATE THE LETTERS

Now, let's see how many letter ___'s we can find on this page of print. Be sure to pick short pages of print with no more than 4 lines of print. Copies are distributed to individual students.

Give children highlighters.

Tell them how many ___ letters there are on this page.

When students see a letter ___, they are to highlight each one they see.

Give them 1 minute or less to find and highlight them (Use a timer or stopwatch).

WRITE THE LETTERS: DICTATION

Pass out various writing media and surfaces for individual student choral dictation.

Using a timer or stopwatch to work on transcribing letters fluently, ask students to write 3-6 dictated lower-and -upper-case ___ letters legibly and quickly starting with 10 seconds. With each new letter, decrease the time to no less than 3 seconds.

Each time they write a dictated letter, ask them to show you using choral response the dictated letter they wrote.

Using a sticky note, clip board, or *etabket*, you the teacher should record which students were successful and which may need additional help in small group settings.

After this this part of dictation of a new letter a day, quickly review a few other letters previously learned using the same process as above – dictate, choral respond, note student performance.



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