

## TSOL Alphabet Board

Sometimes, young students have developed confusions between letter names and letter sounds which need to be resolved for reading instruction to become effective. We have created the TSOL Alphabet Board to address the problem. The TSOL Alphabet Board consists of a 26-space frame onto which letters of the alphabet are placed. This document contains instructions of how to create and use the board along with a record form. PDF files for the frame and the letters are provided separately.

### Construction

Ideally, the frame is printed onto a Mylar sheet (i.e. a transparency page for overhead projection). This sheet is then placed on a magnetic board. Note that the frame does not need to be attached to the board; the letter magnets hold it in place.

The letters of the alphabet are printed onto cardstock, are backed with an adhesive, magnetic sheet (available in stores selling craft supplies), and are then cut out.

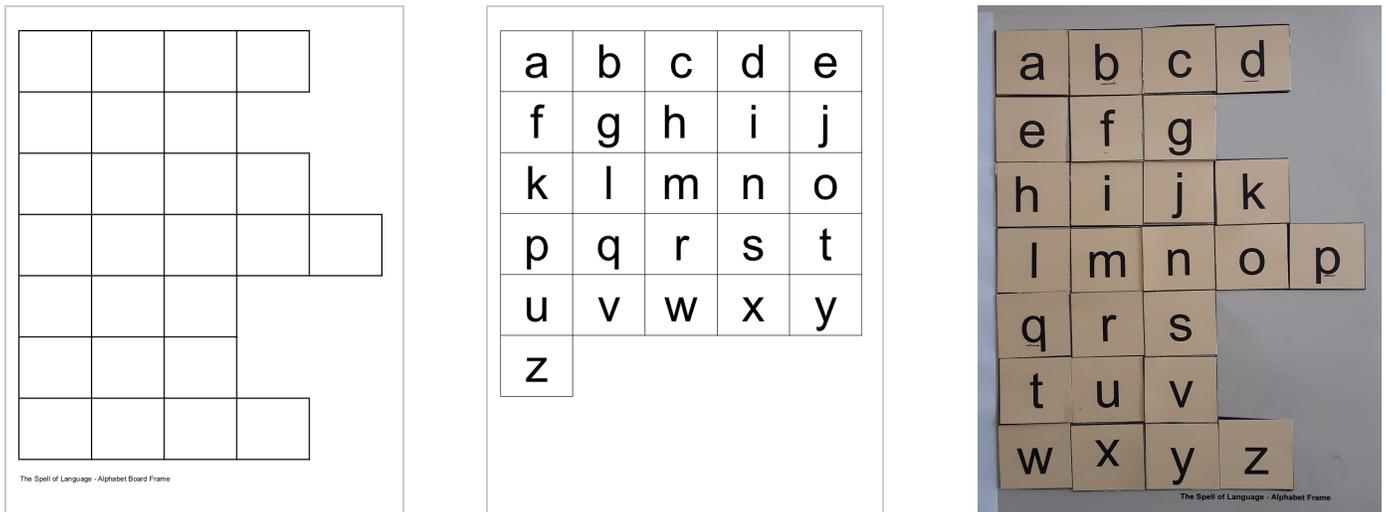


Figure: Illustrations of the frame, letters for cutout, and placement/finished version.

### Instructions for Use:

To start, we have the student sing the alphabet; we indicate any confusions or omissions on the record form. Next, the student says the alphabet; we indicate

lapses into singing, confusions, or omissions. We record this (and indicate the date) in the Alphabet Board Record under Knowledge of the Alphabet.

Next, we record the date under Random Order Recognition and instruct the student to tell us the name of each letter, placing a large check mark on each letter for which the name is known and noting any confusion or omission.

Moving to the Alphabet Board, the objective for instruction is for the student to be able to say and place each letter in rank order. We initiate instruction by asking the student to choose the first letter to work on, telling the student to say the alphabet until they reach that letter, and placing the letter in the appropriate space on the board. For a student missing or confusing a few letter names, all letters may be presented for the student to say and place. For a student who is sure of relatively few letter names and placement, we give the student fewer letters to place. In either instance, we offer as much help as necessary for the student to be successful.

We repeat the Random Order Recognition process as the student learns his or her letters, using the next set of letters in the record each time we work with the student; this continues until the letter names and placement are mastered. As we record the results, the student sees progress and we keep track of learning.

Name: \_\_\_\_\_

## TSOL Alphabet Board Record

### Knowledge of the Alphabet

Date:

Sings: a b c d e f g h i j k l m n o p q r s t u v w x y z

Says: a b c d e f g h i j k l m n o p q r s t u v w x y z

### Random Order Recognition

Date:

d	m	p	i	t	v	b	x	g	q	y	f	l
s	w	k	a	r	h	z	n	e	u	c	j	o

Date:

d	m	p	i	t	v	b	x	g	q	y	f	l
s	w	k	a	r	h	z	n	e	u	c	j	o

Date:

d	m	p	i	t	v	b	x	g	q	y	f	l
s	w	k	a	r	h	z	n	e	u	c	j	o

Name: \_\_\_\_\_

Date:

d	m	p	i	t	v	b	x	g	q	y	f	l
s	w	k	a	r	h	z	n	e	u	c	j	o

Date:

d	m	p	i	t	v	b	x	g	q	y	f	l
s	w	k	a	r	h	z	n	e	u	c	j	o

Date:

d	m	p	i	t	v	b	x	g	q	y	f	l
s	w	k	a	r	h	z	n	e	u	c	j	o

Date:

d	m	p	i	t	v	b	x	g	q	y	f	l
s	w	k	a	r	h	z	n	e	u	c	j	o