

Vote by Letter: Evaluative Feedback

WHAT AND WHY: Vote by letter is a great way to help students develop the 'alphabetic principle' or the idea that letters can be associated with a letter name and a sound or sounds. This can help;

- Link sounds and letter names;
- Help students explore the alphabet with evaluative feedback; and
- Support students in the beginning stages of 'sounding out' words.

WHO IS THIS FOR: This is for students who have letter awareness, but are working to connect letters and sounds, and use them to spell even the first letters of words.

HOW TO:

Offer 2 Choices, Using Photos, NO TEXT!

Student makes their choice, then partner helps them find at least the first letter to share their choice.

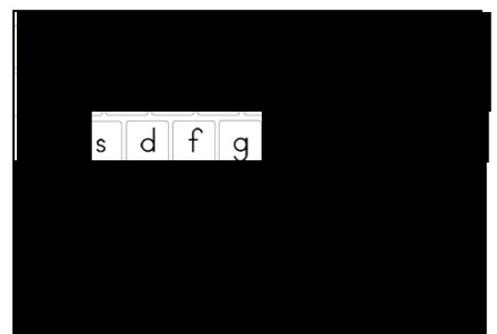
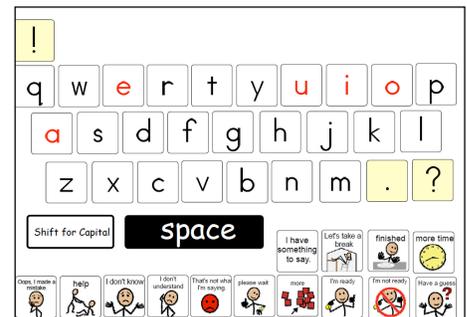


Use an Alternative Pencil. Reduce difficulty by having student use an alternative pencil, such as the QWERTY light tech board (Tip # 2, 2017).

Provide Least to Most Scaffolds:

- Ask student to sound out the word, such as FAT, or 'say it in your head.' Use the entire alphabet.
- If student struggles, use a cover up that shows less letters (typically 4 letters). Ask student – 'What letter do you need to write FAT?'

- 1st Try: Student points to G: Say: /g/ fat; no, that would be 'gat'. You need the /g/ sound.' <Cover up the G>
- 2nd Try: Student now points to S: Say: /s/ fat; no, that would be 'sat.' You need the letter G for /g/.' <Cover up the G>
- 3rd Try: Student now points to F: Say: /f/ fat; Yes, F /f/ fat! Let's write that down! (Partner helps student write the letter, or writes it for them)



Each time the student is wrong you: reduce the number of choices, **and** increase the support (e.g., giving a sound clue, then a letter clue)

Supporting Vowels. When students begin to develop an awareness of vowels, use the AlphaBoard to support vowel sounds. For beginners, do this for vowels that are relatively easy. Thus, you might help the student find /i/ in 'pig', but not in 'pizza'. Use the cover-up, turning it sideways to show only the vowel. Use the same process as for consonants.



AlphaBoard: Tip # 1, 2017
www.aacintervention.com

CAUTIONS!

- Please do NOT consider this to be writing instruction. This activity only supporting students in encoding words that they want to write. Students MUST also have time to scribble using the alphabet!!
- Do not sound words out for students, except at the very beginning. It is better to let students guess, then give evaluative feedback, rather than to continue sounding out words.
- If students are struggling to figure out letters, that means that they also need instruction in word study. Samples include: word walls, wordo (Tips: Jan & Feb, 2009); making words, and onset + rime activities. See the chapter on Working with Words in Erickson and Koppenhaver (2007)

Resources & References

Erickson, K. and Koppenhaver, D. (2007) *Children with Disabilities: Reading and Writing the Four-Block Way*®. Greensboro, NC: Carson-Dellosa.
www.donjohnston.com