

Model of Literacy Lesson: Three-part example session for teaching the letter **s**

Original lesson plan	Adapted lesson plan to enable access by Braille
<p>Purpose To learn to say a discrete phoneme, recognise and write the letter that represents that phoneme</p> <p>Resources Fabric snake Card showing, on one side, a picture of a snake (mnemonic) in the shape of the letter s with the letter s superimposed in black on the snake; on the other side, the letter s Small whiteboards, pens and wipes or paper and pencils</p> <p>Procedure <i>Hear it and say it</i> Display the picture of a snake. Make a hissing noise as you produce a snake from behind your back; show the children the sssssnake and make the snake into an s shape. Weave your hand like a snake making an s shape, encouraging the children to do the same. If any children in the room have names with the s sound in them, say their names, accentuating the sssss (e.g. Ssssarah, Chrisssssss, Ssssssandip). Do the same with other words (e.g. ssssand, bussss) accepting suggestions from the children if they offer, but not asking for them.</p> <p>See it and say it On the card with the picture of the snake, move your finger down the snake from its mouth, saying sssss and saying sssnake when you reach its tail. Repeat a number of times, encouraging the children to join in. Write s next to the snake and say ssssssssssss. Ask the children to repeat ssssssssssss</p>	<p>Purpose To learn to say a discrete phoneme, recognise and write the letter that represents that phoneme in Braille</p> <p>Resources Plastic model of snake</p> <p>Procedure <i>Hear it and say it</i> Make a hissing noise as you produce a snake from behind your back; show the child the sssssnake and make the snake into an s shape. Hand over hand with the child, weave your hands down the length of the plastic snake.</p> <p>If any children in the room have names with the s sound in them, say their names, accentuating the sssss (e.g. Ssssarah, Chrisssssss, Ssssssandip). Ask the children to say their name if they have an S in it. Do the same with other words (e.g. ssssand, bussss) accepting suggestions from the children if they offer, but not asking for them. Feel the objects being named. Listen to the voice of the person whose name is being said.</p> <p>Feel it and say it Hand over hand show child how to move their finger down the snake from its mouth, saying sssss and saying sssnake when you reach its tail. Repeat a number of times, encouraging the child to join in. Draw a snake on embossing film Use the Braille Writer to write s and stick next to the snake and say ssssssssssss. Ask the child to repeat ssssssssssss Ask child to read a line of words beginning with s, write in grade one (use grade two if appropriate) Ask child to think of some other words beginning with s. Find objects from around the environment that begin with the letter s</p>

