



# Exploring the alphabet: Guided inquiry

## SET 1A



### Included in the resource:

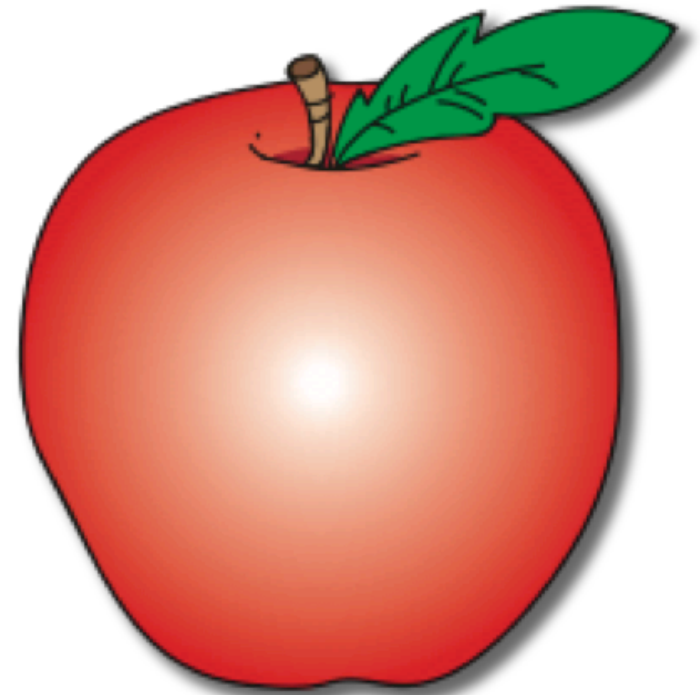
- Thirteen alphabet mats with pictures
- Two mats with complete alphabet on them (One lower case letters, one upper case letters)
- One blank mat

### Not included in the resource:

- Objects or images for sorting or grouping by sound
- Playdough
- Pens

Teaching resources that move [Beyond Conventional Wisdom](#). Our resources are designed to support student choice, voice and agency. The resources are ideal for all teaching styles, but particularly suited to inquiry (constructivist) teaching. Our aim is to move beyond conventional teaching tools, consultancy and training by creating tailored resources, strategies and training opportunities that enable teachers to implement supportive, differentiated, challenging and innovative learning experiences.

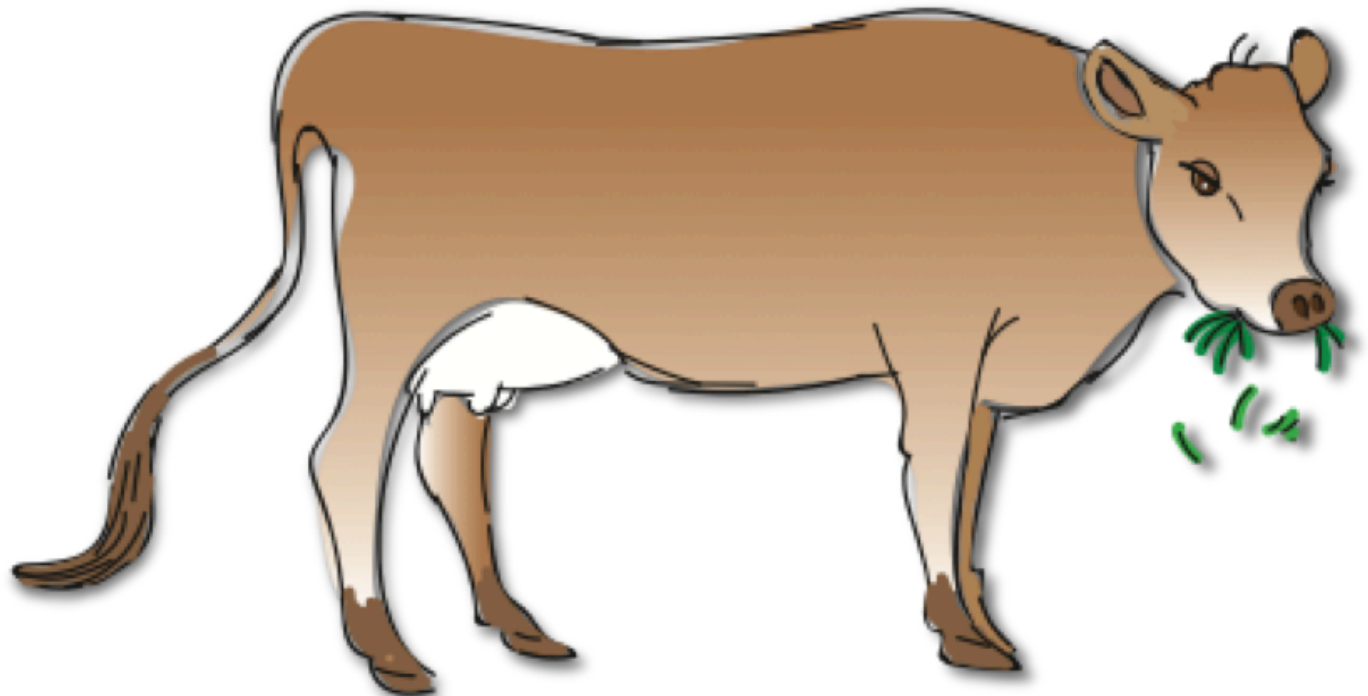
Aa



Bb



Cc

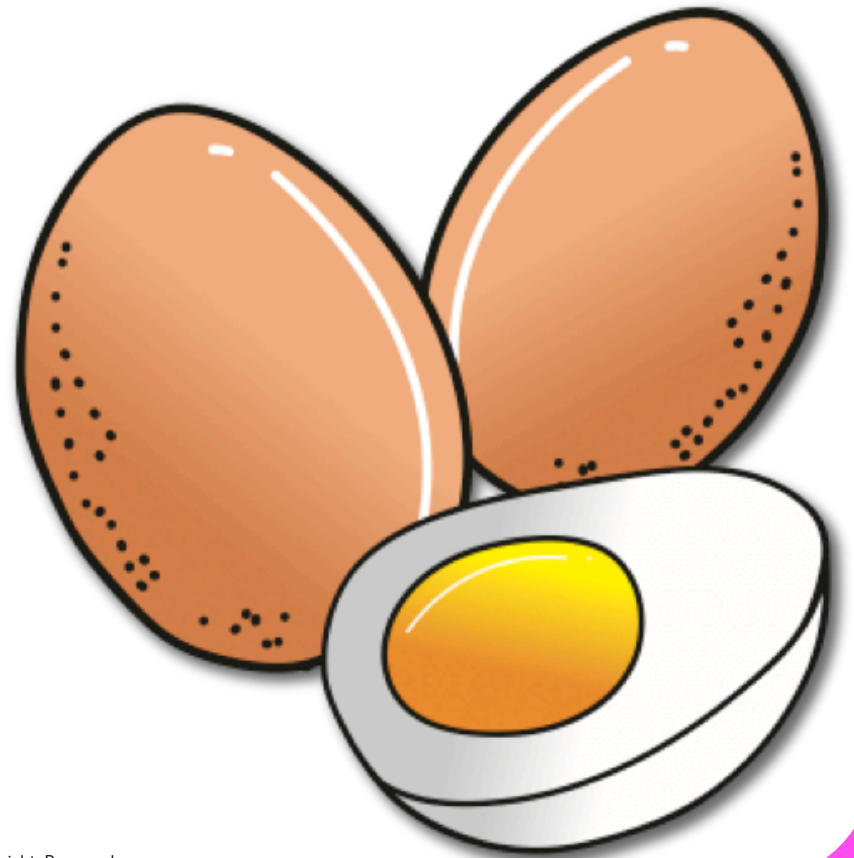




Dd



Ee



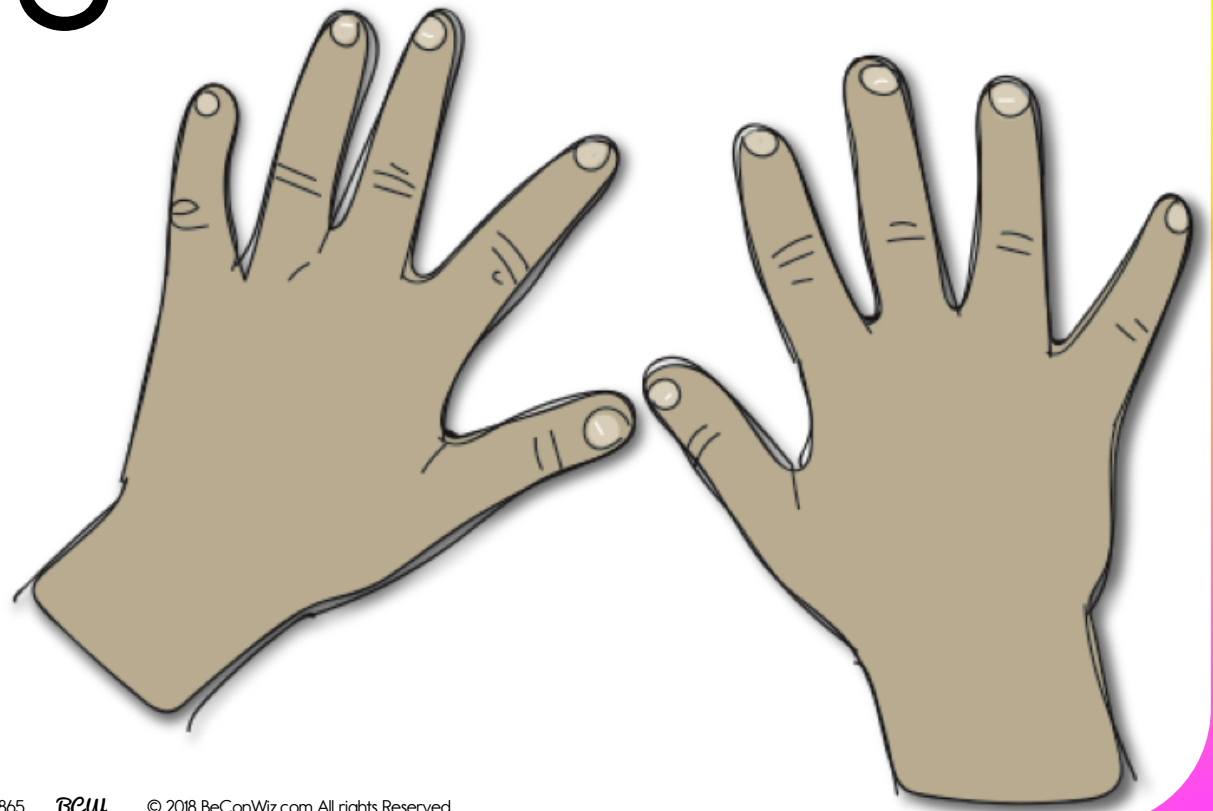
Ff

5

Gg



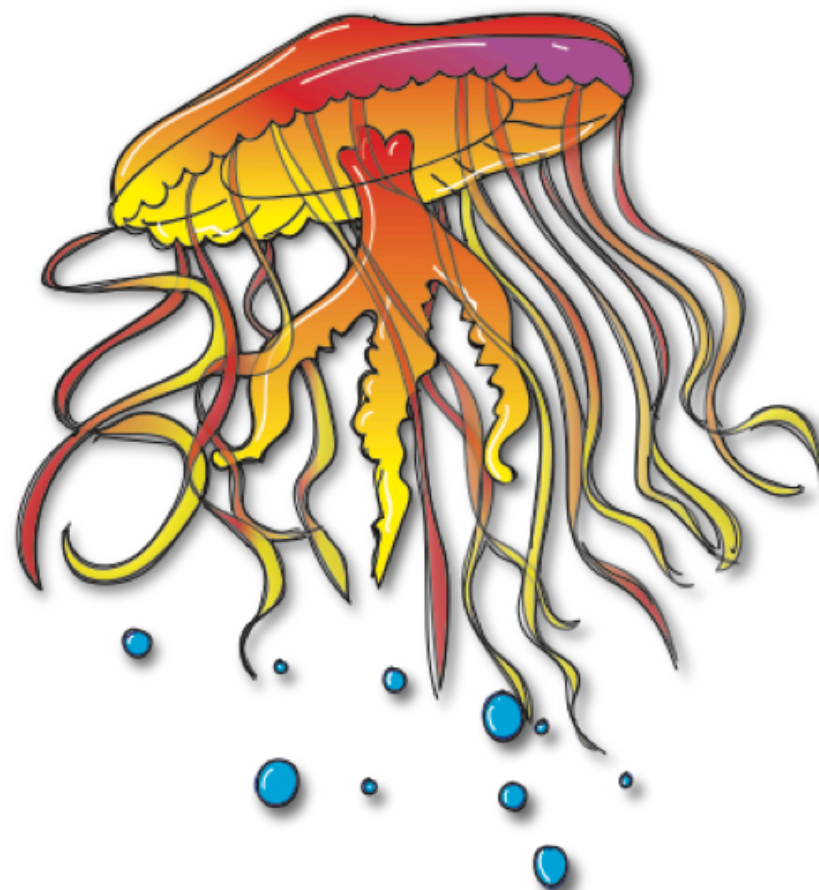
Hh



Ii

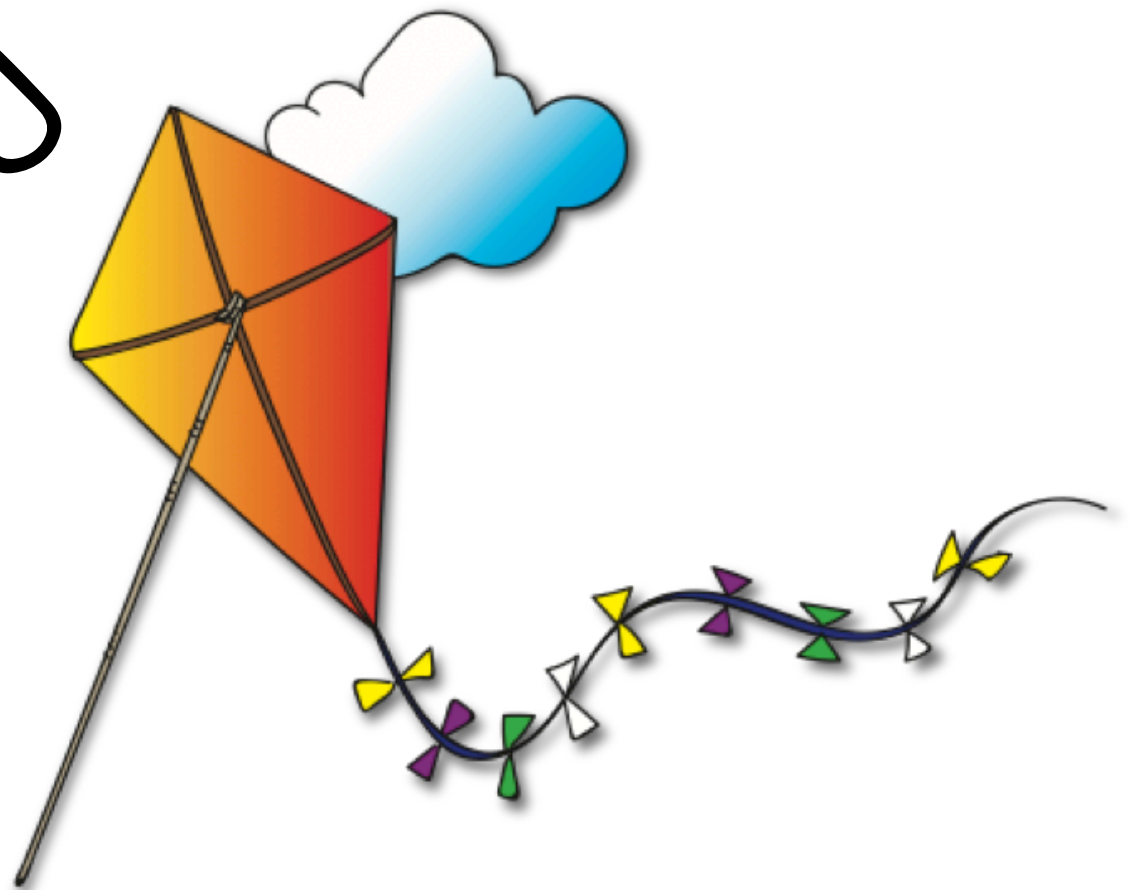


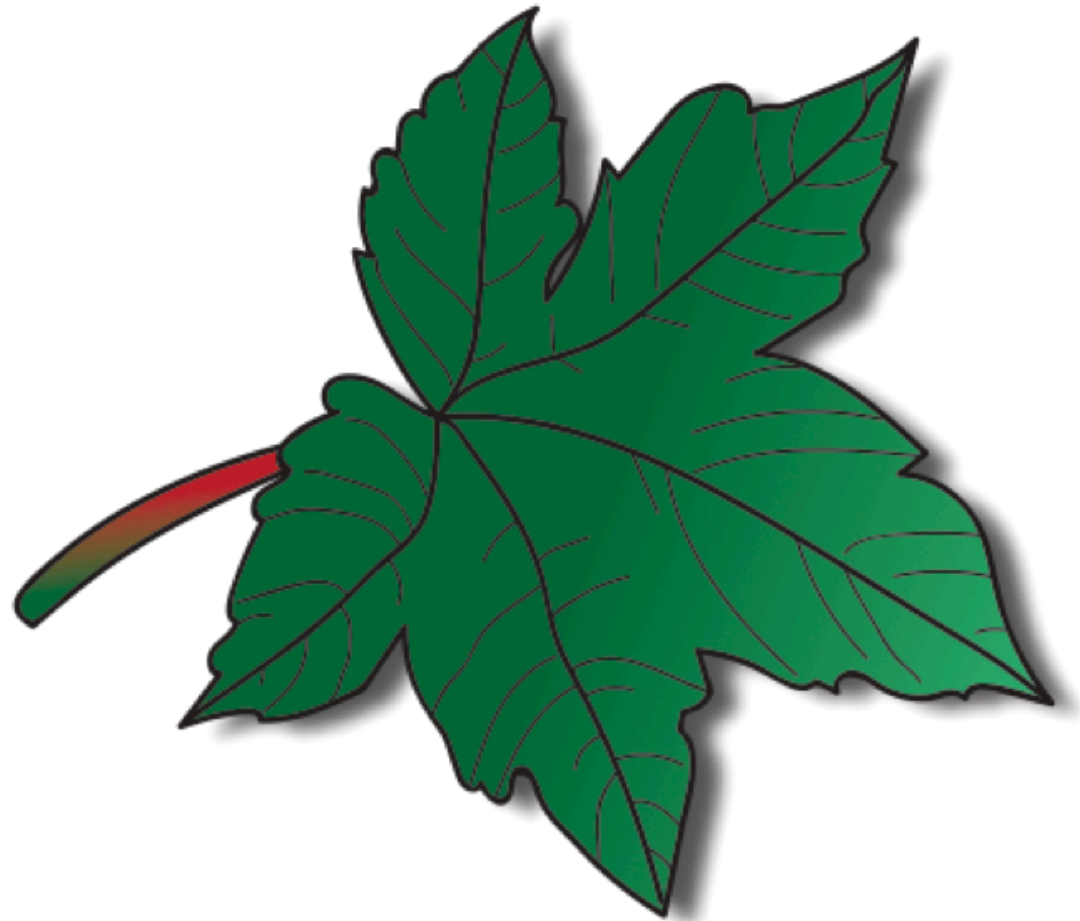
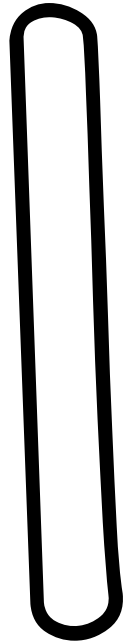
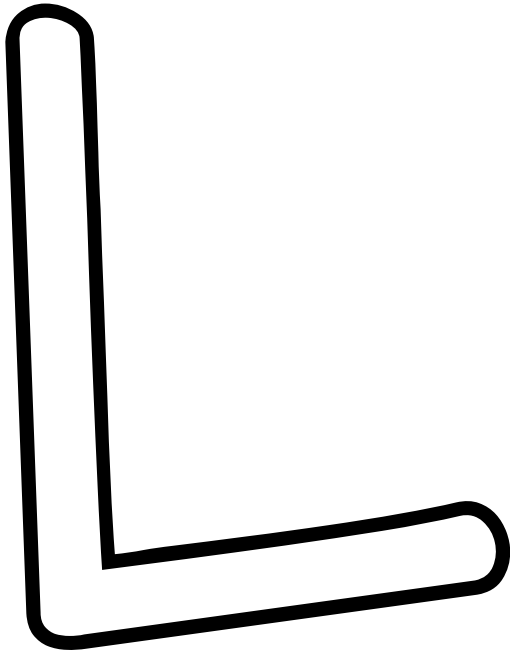
Ji



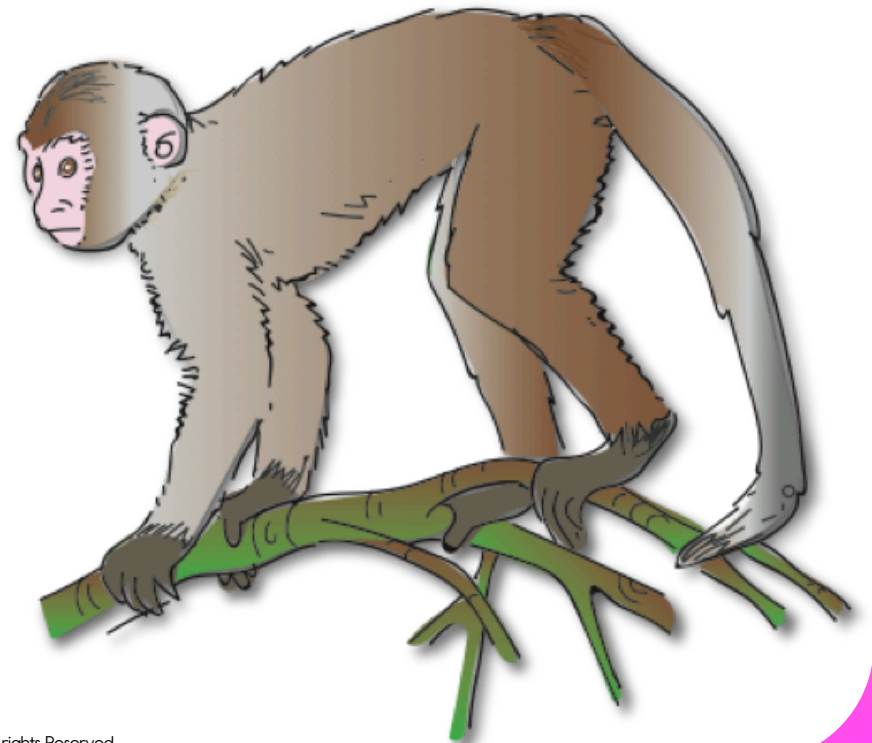


# K K



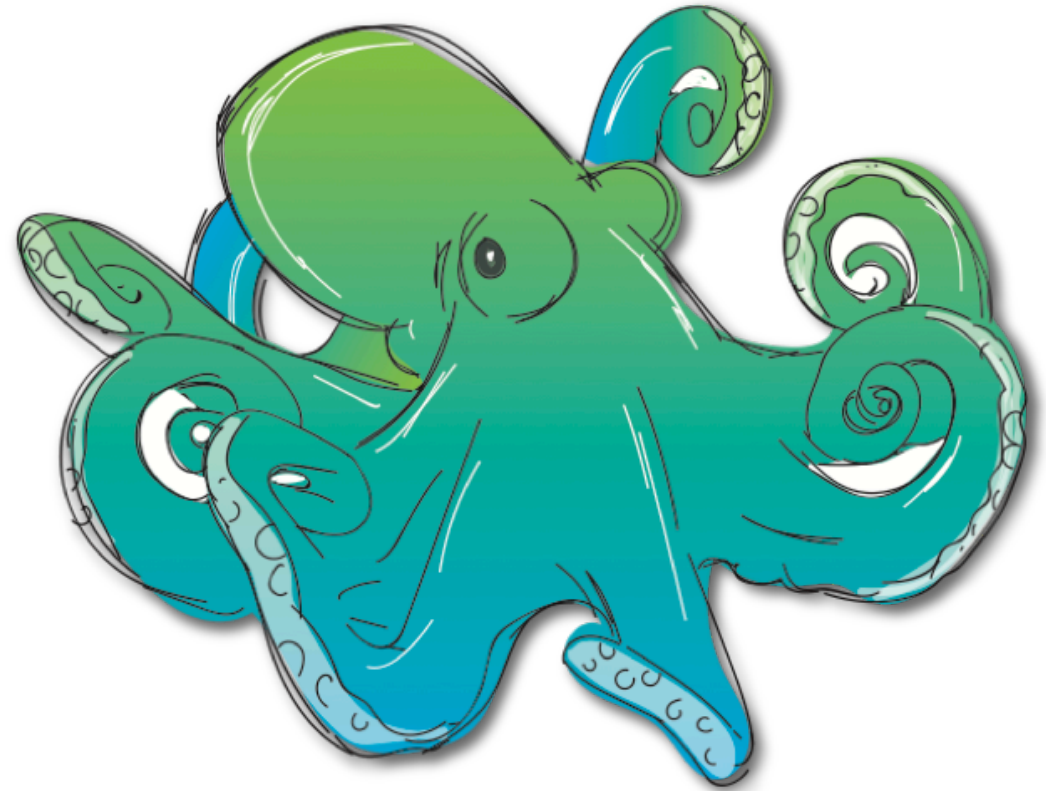
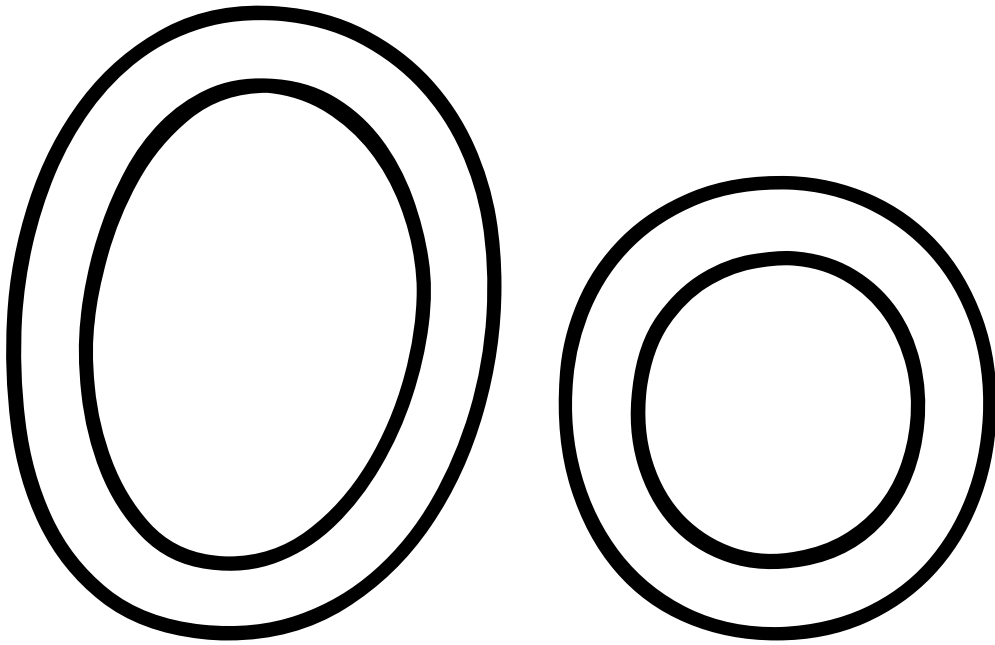


Mm

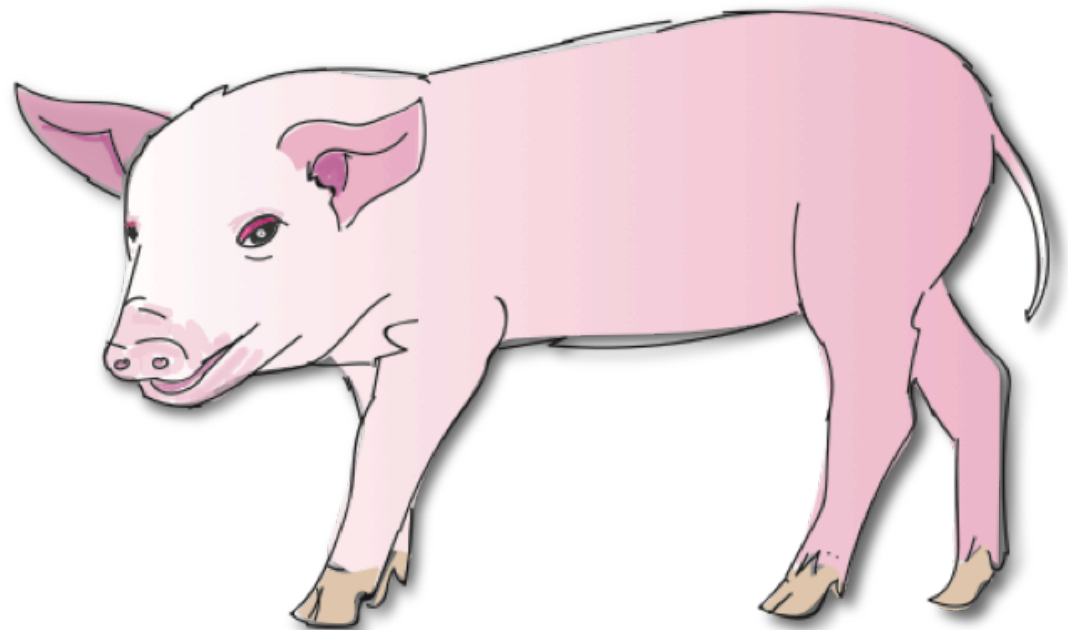


# Nn





P p

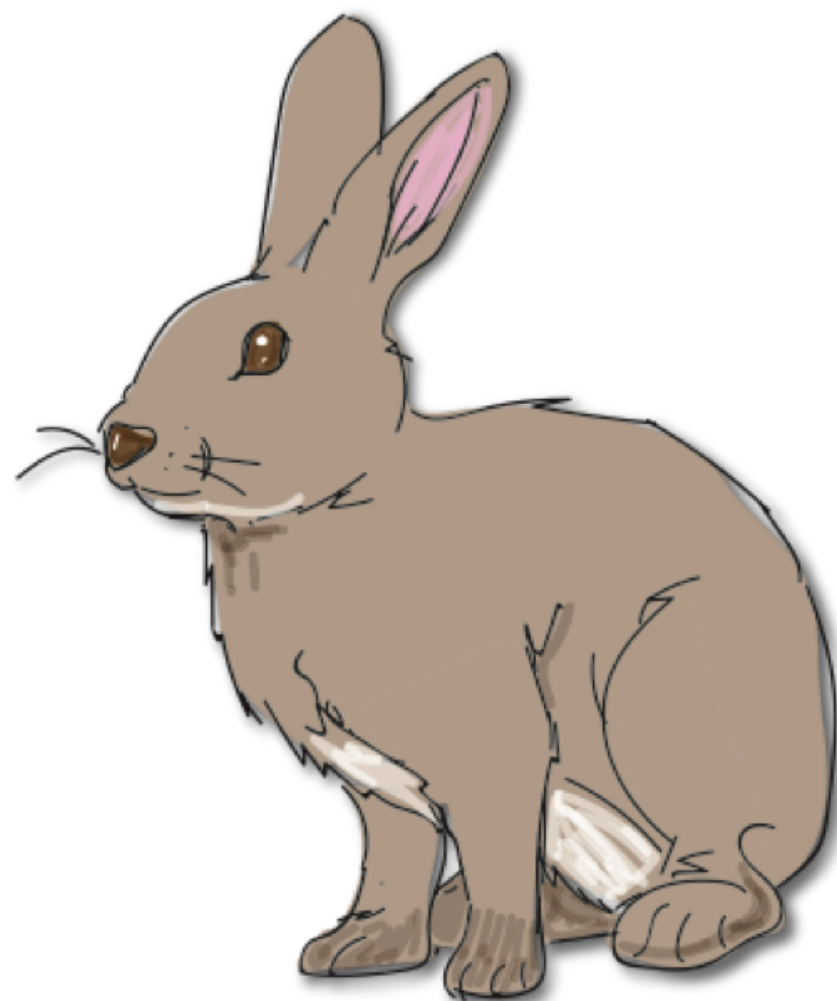


Q q





Rr



Ss



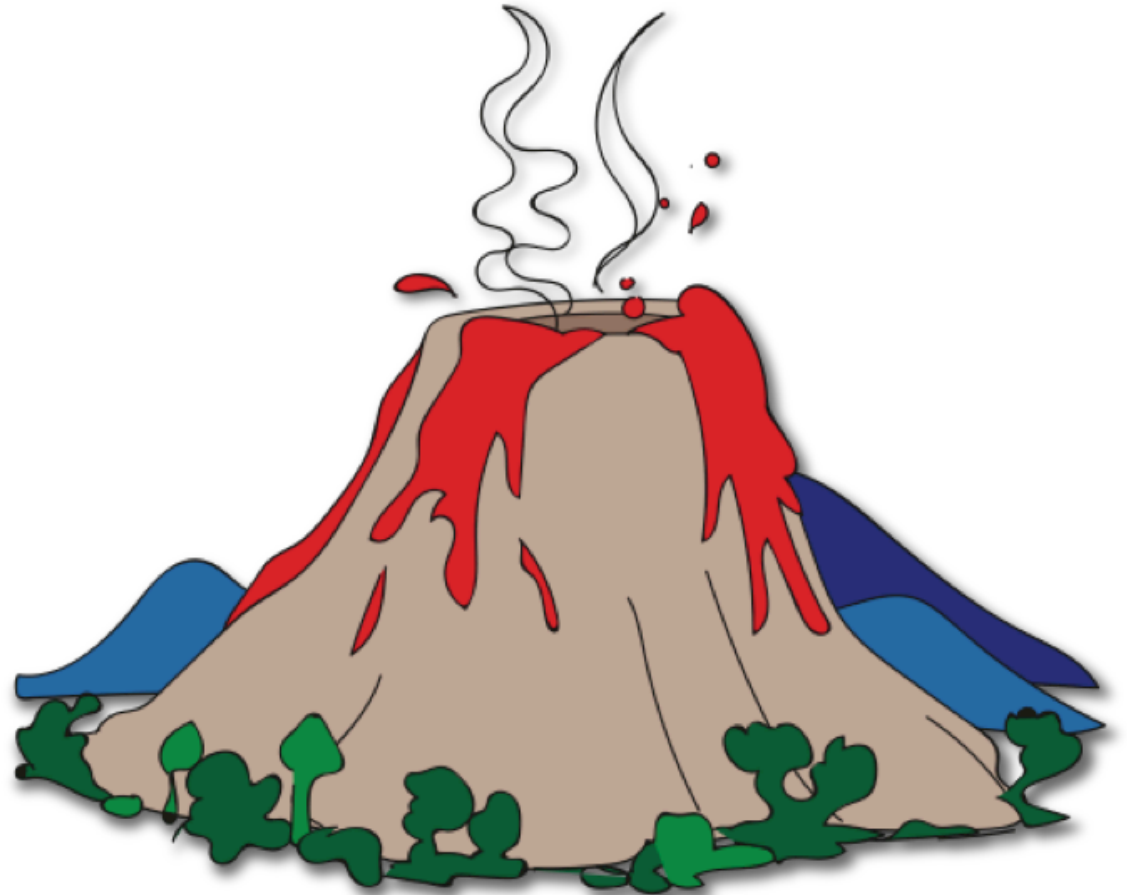
T t



U u

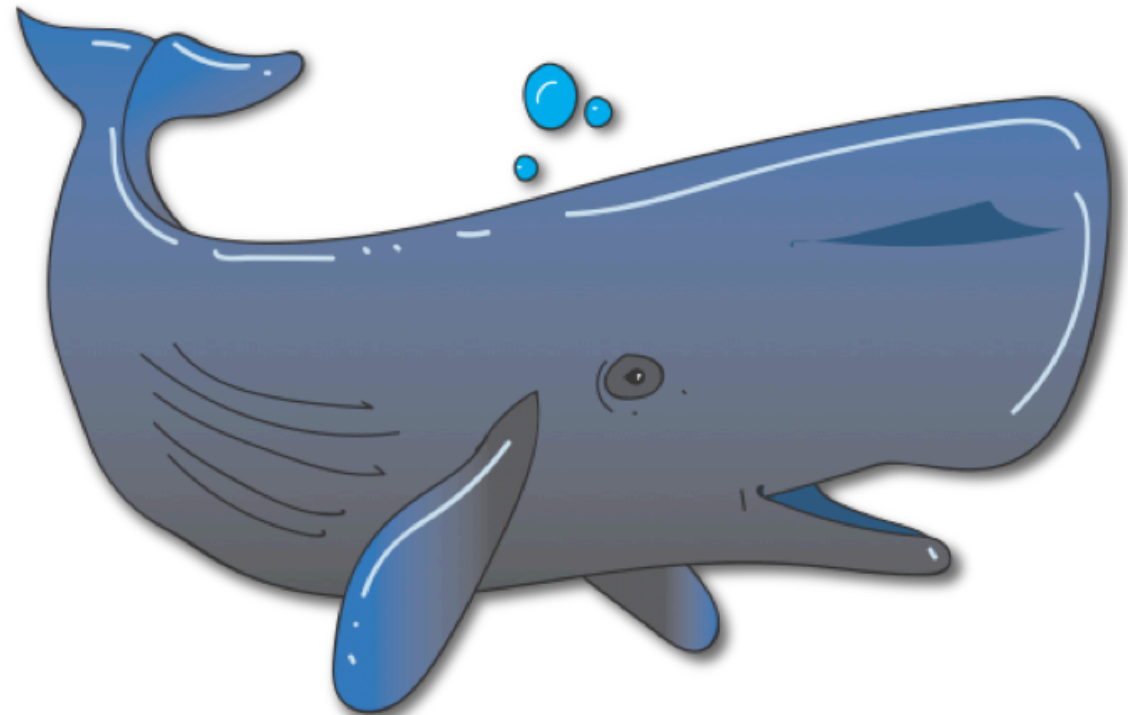


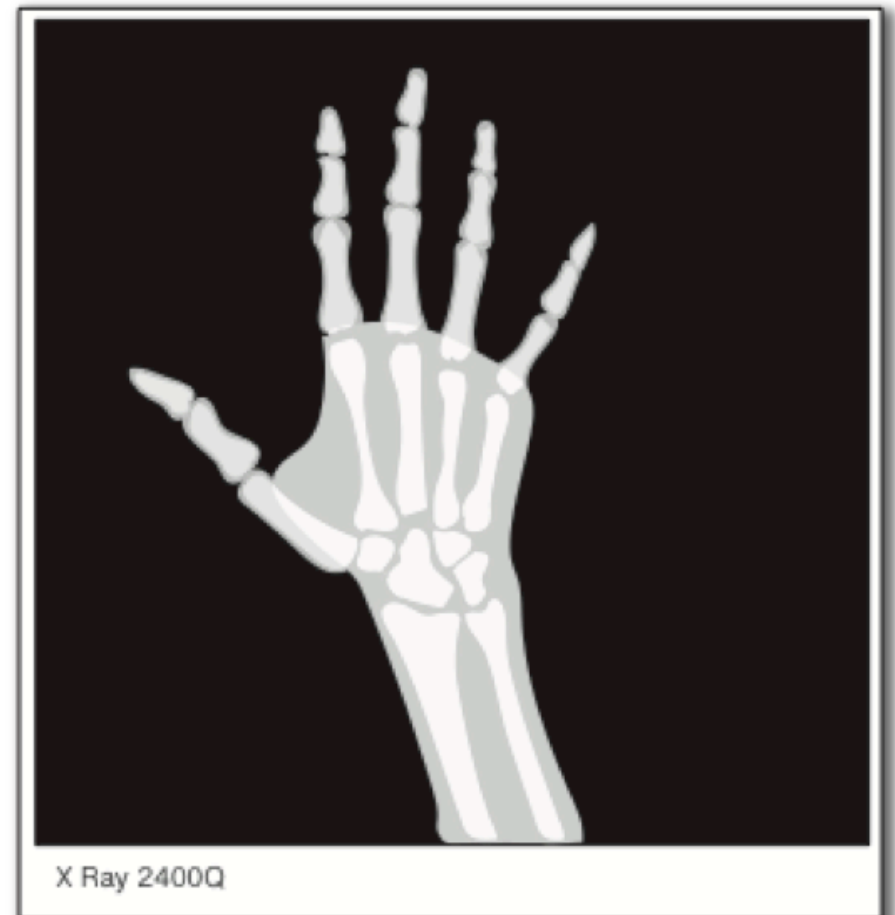
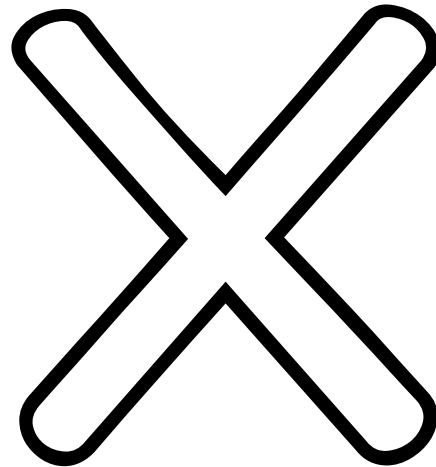
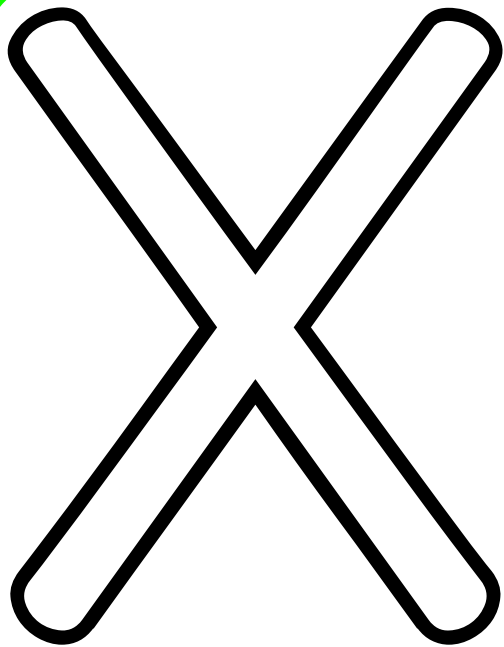
V v



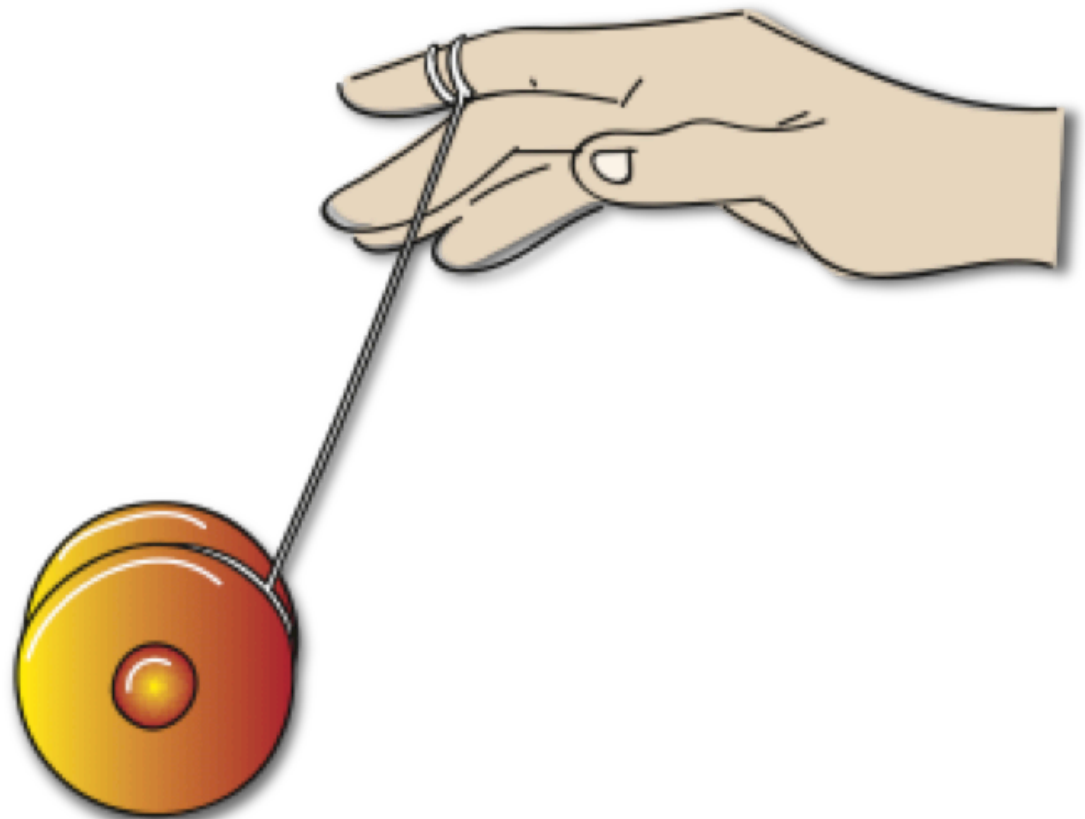
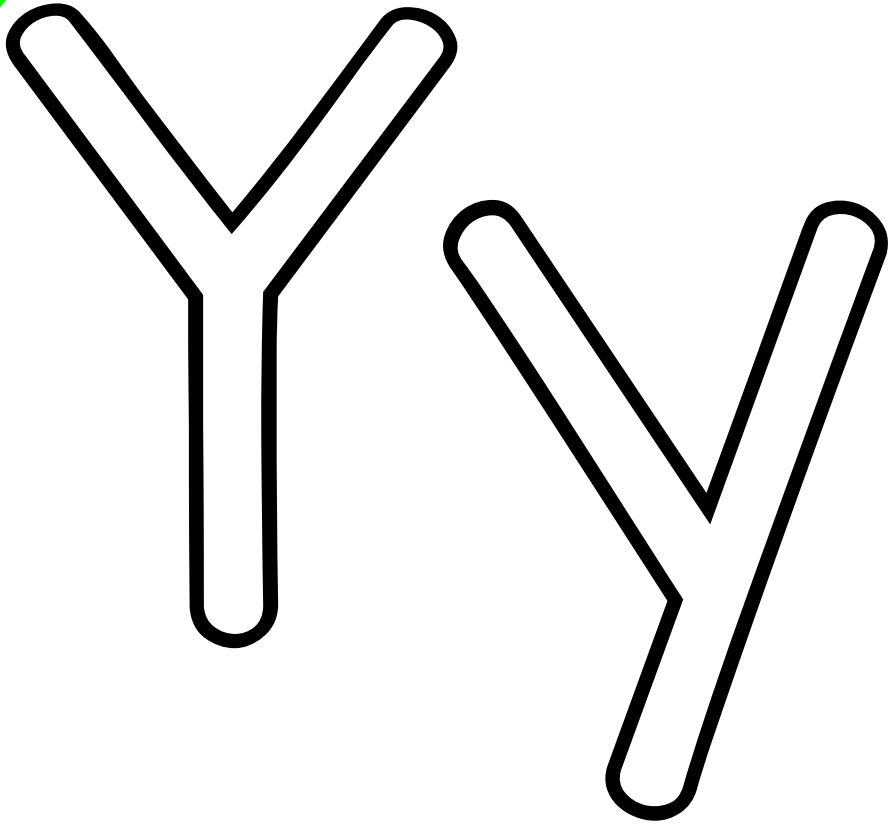
W

w

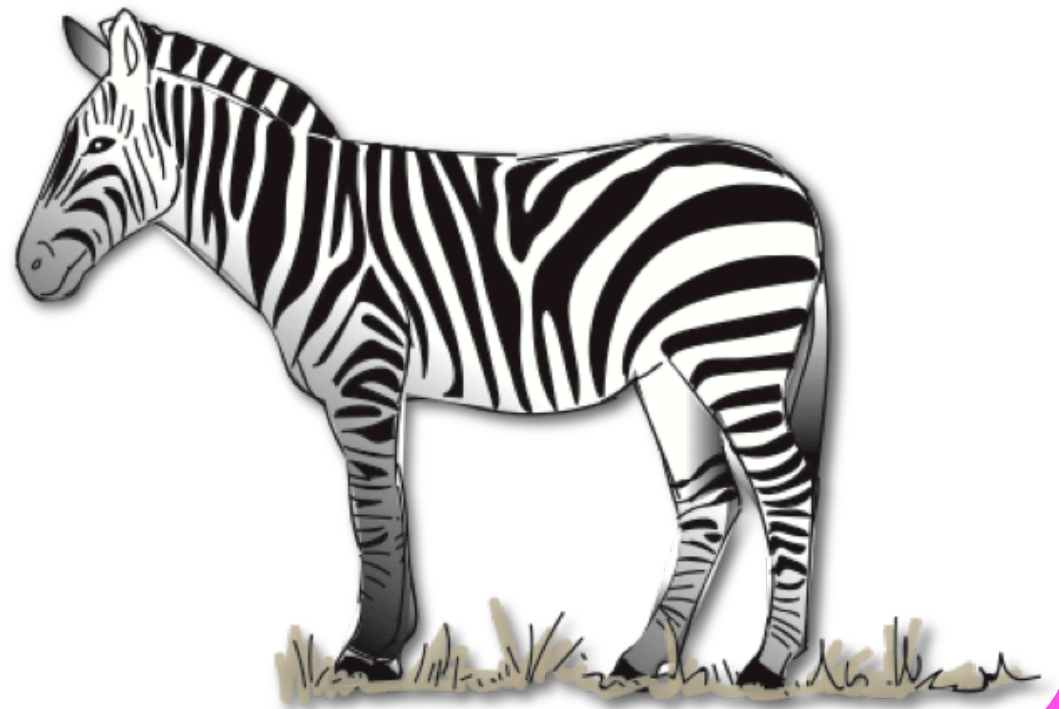








Z z



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

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



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

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





# I

## Interest

Prior knowledge connections : *Providing frameworks for increasing student engagement through prior knowledge connections and interests.*

### Learners will have an opportunity to connect to prior knowledge and current interests by

- Drawing on prior knowledge and experiences to problem solve
- Using vocabulary and language that is familiar and known to learner
- Being encouraged to experiment with possibility
- Take action with known ideas about letters, sounds and symbols



# A

## Agency

Voice, Choice being response-abled: *Developing scaffolds that support voice and choice in the learning process.*

### Learners will be actively involved in the decision making process by...

- Being supported to take an interest in words and word creation in personally relevant and meaningful languages
- Uses mistakes as a launch pad for new learning
- Engaging in communication processes in ways that are personally relevant and meaningful
- Being encouraged and supported to engage in problem solving situations that are safe and respectful
- Having the opportunity to make choices using available resources



# S

## Skills

Processes and strategies: *Skills and strategies that support learners to engage in the learning process.*

### Learners will know HOW to...

- Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents
- Identify sounds in words they are familiar with
- Sort images or objects using words by identifying some sounds with the appropriate letters.
- How to begin locating initial, medial and ending sounds in known words



# K

## Knowledge

Knowledge and facts: *Details, facts and knowledge about a topic or process.*

### Learners will KNOW ...

- Letter can represent sounds
- The sound –symbol relationship between letters and sounds
- Letters are symbols for sounds
- The letter names and sounds for the English alphabet
- Listening can help us connect sounds and symbols



# U

## Understanding

Concepts and enduring understandings:

*Supporting learners' meaning making and enabling learning to become portable in problem solving situations.*

### Learners will be develop an UNDERSTANDING

- Symbols can be used to represent ideas
- People use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others



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*"BCW will now use 'they - themselves' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he - man' disappeared women's voice and identity, use of the binary 'she - he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he -she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they - themselves' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility."*