

Writing the Visual, Kinesthetic, and Auditory Alphabet

Tips for teaching the alphabet using visual and kinesthetic cues.

For teaching resources for visual and other right brained learners, visit www.child-1st.com.

By Sarah K Major



www.child-1st.com

Writing the Visual, Kinesthetic, and Auditory Alphabet

Ages 4 and up.

© 2006 Sarah K Major
Printed in the United States of America

ISBN: 978-0-9829873-2-2

Design, lessons, illustrations: Sarah K Major

Published by Child1st Publications, LLC
3302 South New Hope Road
Suite 300B
Gastonia, NC 28056
www.child-1st.com

All rights reserved. The reproduction of this book for any reason is strictly prohibited. No form of this work may be reproduced, transmitted or recorded without written permission from the publisher.

Other titles by this author:

Kid-Friendly Computation series: *Addition & Subtraction*, *Place Value*, and *Multiplication & Division*. *The Illustrated Book of Sounds & Their Spelling Patterns*, *Alphabet Tales*, and the Easy-for-Me™ Books series.

Other educational work: Child1st stylized sight words and alphabet.

WHY INCLUDE VISUAL & KINESTHETIC ELEMENTS?

Young children learn most easily when material is presented in a way that is closely tied to movement and visual objects with which they are familiar. If we incorporate purposeful movement and visuals into our teaching, we will go a long way toward preventing learning problems.

Traditionally, teachers have asked their students to just remember how certain symbols are formed, whether letters or numbers. This approach works for some but falls short of what others need in order to learn.

To ensure success with all learners, we have chosen to approach writing the alphabet by using motions that are familiar to young children and by using wording that allows the child to imagine actually doing what they hear you say. A very important note: These motions are not the only way to teach the alphabet. In fact, learning will be far better if you make a practice of asking your children how they can move to look like the letter you are studying.

What follows is a sample of handwriting that illustrates the need to give young children the kinds of helps we share in this book. The writing sample is from my daughter, Melissa.



Melissa
Morgan
Malburg

Age 3;
circa 1985.

Following are some helps included in this book that would have provided Melissa with memory cues on how to form the problem letters: M is like mountains that start on the ground. E has 3 tables that come out from the top of the head, at the belly button and at the feet. S is two stacked caves, facing different directions. Even very young children know their heads, belly buttons and feet; they know about climbing mountains or hills; they know about sliding down. Because these things are a part of their world, they become simple helps that make all the difference!

Aa

HAND MOTIONS:



WRITING:



Uppercase: “Start on the ground and climb to the top of the hill (make a slide going up and away from you), then sit down and slide down to the ground (make a long slide going down away from you). Next, make a table straight through the middle”. Or “Climb up, slide down, then make a table through the middle.”

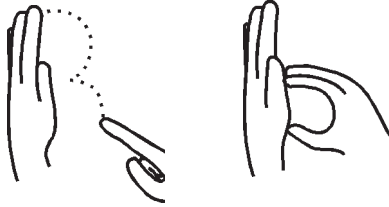
Lowercase: “Start by making a cave, but instead of leaving the door open, make your pencil go all the way back up to the top to close the opening. Then without lifting your pencil, come straight back down to the ground (make a thin man).”

FOLLOW-UP ACTIVITY:

Give the children a sheet of paper and crayons. Let them draw large capital A's and make believe they are anthills. They can draw ants crawling up and down the sides. If you want a more involved project, let the children draw a large A and then brush glue right over the two sides with a Q-tip. They can then sprinkle sand over the glue and allow to dry before drawing their ants!

Bb

HAND MOTIONS:



WRITING:

Uppercase: "Make a thin man. Put your pencil back on top of his head and make a curve to touch his belly button. Next, bounce back out to make a curve that touches his toes."

Lowercase: "Make a thin man. Put your pencil on his belly button and make a curve that touches his toes."

FOLLOW-UP ACTIVITY:

Let the children make their B's and b's into bears and draw a cave nearby that they live in. Point out that their bellies both point away to the right. It is as though they are taking a walk both facing the same way. You may choose to have the children practice walking like B's do... all in a line with their bellies all going the same way. (D's do not do this, as they will soon find out!)

