



www.alphabetking.com

WELCOME TO THE ALPHABET KING TEACHER TRAINING PROGRAM.

INTRODUCTION

The Alphabet King is a collection of stories about how the sounds of our letters were given their shapes. They help children to make the link between the shape, sound and name of a letter.

The Alphabet King is based on stories that have been used successfully in Norwegian schools for many years to help children learn read and write. They have now been renewed and improved and they are now available internationally.



The Alphabet King stories can be used by themselves, or as a helpful supplement to other learning programmes. They are easy for both teachers and children to use and apply.

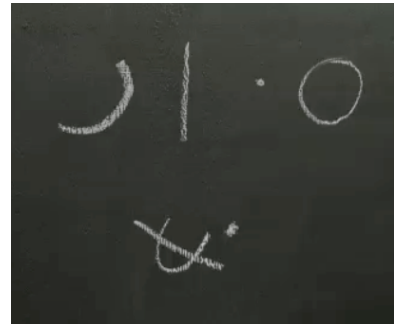
The training and knowledge this training provides is designed to fit into any school in Africa, Asia, America or Europe. It can and should be applied to the same standard everywhere.



The principles from the Alphabet King concept can also be used with illiterate adults to help them start to read and write.



Letters have no logic in themselves. They are just curves, lines, dots and circles. To a child, this shape has no meaning, it is just a shape. Our job is to give those shapes meaning for the children. So that instead of a strange circle and a stick, this letter becomes A, which starts apple and ant.



CONTENT:

This training is made up of the following modules:

1. The Alphabet King stories.
2. The theory behind the Alphabet King concept.
3. Classroom and training resources.
4. Practical tips for the classroom.
5. Blending
6. The Alphabet King song
7. The Alphabet King club.
8. How to say the sounds.
9. How to write the letters
10. The alphabet king certification and materials.

APPENDIX: Key points to remember for each story.

CHAPTER 1 - THE ALPHABET KING STORIES

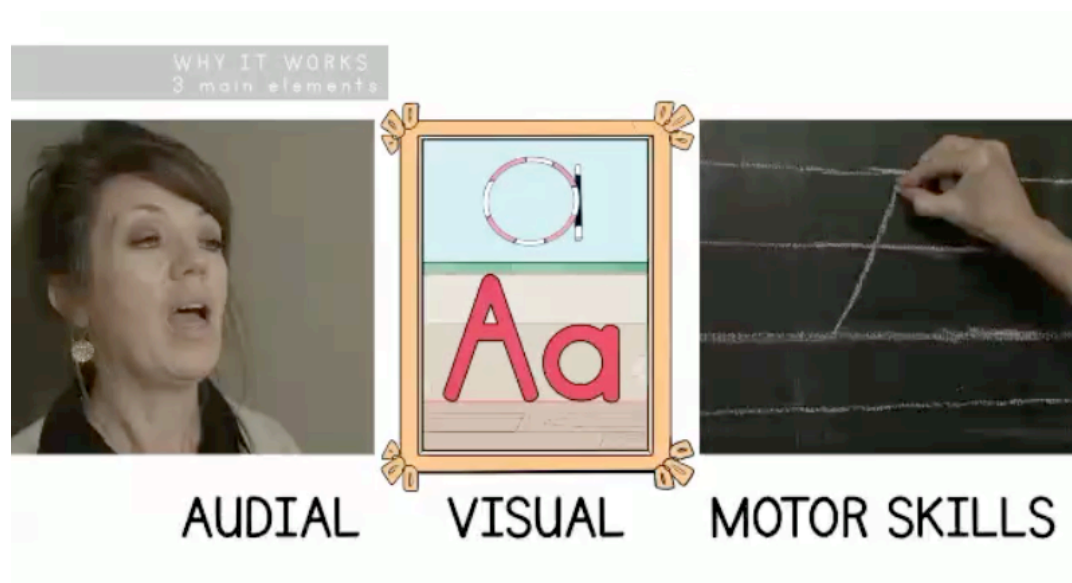
To understand the Alphabet King concept better, you should read the introduction story called "*Alphabet Castle and How It All Began*", and then the story about "*How the 'a' sound got its letter shape*". When you read it, imagine you are also one of the students listening to these stories, and think how they will see it.

CHAPTER 2 - THE THEORY BEHIND THE ALPHABET KING CONCEPT

So why does the Alphabet King concept work?

Learning a new letter consists of three main elements:

1. The sound of the letter. That is called the audial.
2. What it looks like. That is called the visual.
3. How to write it. That is called the motor function.



When reading the stories to the children, it is important that you focus on all three of these elements, because you are trying to help the children to find the connection between them.

2.1 ABOUT THE STORIES

The Alphabet King stories make a world for the letters, with different adventures so they are easier to remember. But what are the key points of the Alphabet King concept and why does it work? It is:

1. Lively stories which develop the student's imagination and language.
2. An engaging and amusing fantasy world where the solid structure of the stories build adventures which are easy to retell and help the children concentrate on their learning.
3. The visual illustrations help the learning become connected to something they already know.
4. It is based on spoken language sounds. The Alphabet King focuses on the SAY-TO-WRITE principle, by writing the letter in many different forms while the sound is said out loud.
5. The stories have a fixed structure, so children know what to expect, except when Blunt does unexpected things. Children like to hear the stories repeated because it creates confidence and familiarity.
6. They are especially useful for children who struggle. The stories should be translated into local languages to help with this.
7. It is very flexible and can fit into other learning systems. The focus on writing reinforces the letter learning, which is very important and it challenges the children to participate by writing and talking.

2.2 INTRODUCTION TO THE STORIES AND HOW THEY ARE BUILT

The stories are built on a structure that is repeated in each one. This makes them easier to remember and ensures all the learning elements are covered.

STRUCTURE OF "THE INTRODUCTION STORY:

"Alphabet Castle and How It All Began"

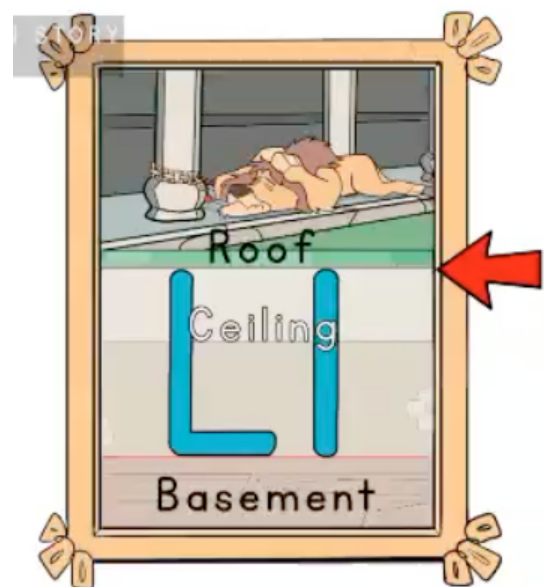
1. Introduce the characters and their task:

- The King, his job and where he lives;
- The twins who are his helpers;
- Blunt who provides the humour;
- The Royal Painter who creates the drawings



2. Introduce the line system for writing:
Describe clearly to the children that the letters sit on the "red carpet", that is the red line in the exercise books. The body of the letter sits under the first line. Letters like a, s and o will only come up to that ceiling/first line.

Tall letters, like t and l, reach up to the roof/top line. Letters with long tails, like p and g, drop down to the bottom line. This will help children form their letters in the right way, and write them in the correct proportion to each other



STRUCTURE OF THE A-Z STORIES

1. Ordinary things happen in Alphabet Land.
2. The King has an important job that day to find the shape for a particular sound.
3. The twins always help. This shows that children have a voice and an impact.
4. Blunt does something naughty or funny, giving the stories a moral element.
5. A shape is found that the children can identify as a letter. As you are reading, make sure you point to the shape as soon as it appears in the story so a child can imagine it making a shape even before they are told it does.
6. The twins suggest the shape, the King considers it and agrees.
7. The King makes magic to make a capital letter.
8. The King decrees that the letter will be either a vowel and therefore will be written in red, or a consonant which means he writes it in blue. He writes the new letter into his Book of Letters. He announces the letter's name.
9. The characters discuss how they will write the letter and use their 'magic fingers' to do so. This is the student's first opportunity to practise writing the letter by making its shape in the air with their finger.
10. There are rules for how to write it - always to start from the top, some going anti-clockwise, always reading from left to right.
11. The Royal Painter comes and makes the picture for the gallery - which is then hung up in the classroom to act as a reminder of the story.

CHAPTER 3 - CLASSROOM RESOURCES:

FOR EACH CLASSROOM THERE WILL BE:



- 1 reading book with all the stories
- 1 activity book with ideas for practising letters that you can use in your lessons.
- 1 Alphabet Gallery with 26 laminated letters
- 50 exercise books
- A poster of the letters
- Red and blue chalks
- Pencils, rubbers and sharpeners

FOR EACH SCHOOL:

- A USB with the Alphabet King song and audio
- A small speaker that can be connected to a phone.

CHAPTER 4 - PRACTICAL TIPS FOR THE CLASSROOM:

To use the stories in the classroom we will give you some examples.

4.1 STRUCTURE YOUR LESSONS:

To help you structure your student's learning, we have divided the lessons into five parts:

PREPARE

REVIEW

TEACH

PRACTISE

APPLY

4.2 PREPARE

BEFORE THE CLASS:

- Choose the story to match the letter you are teaching with the Jolly Phonics or other teaching program you are using. For example, choose the B story when teaching the B letter. Read the story on the same day as you teach the letter.
- Read the story 2-3 times by yourself so that you are able to retell it in a lively way, even when you are holding the book so the children can see the pictures. It is ok to shorten the story, retell it in a simpler way. Use the key point list for each story. Show Bev going through the list (if we have it done)
- Turn pages in the book in a nice way, so the book will last longer and to teach the kids the same.
- Mark the page with a book mark for that day's story so you can find it easily.
- Before the lesson starts, always prepare the classroom and make sure it is enough Alphabet King exercise books and pencils.

4.3 REVIEW

The purpose of this part of your lesson is to remind the children of what they have already learnt. By repeating the sounds, you give them another chance to understand.

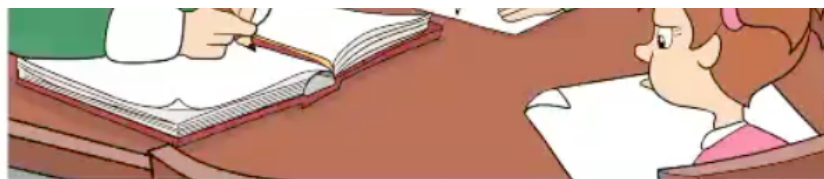
Repeat all the letters you have covered so far in every class.

4.4 TEACH

You teach the new letter by reading the story. When you are reading to the class, there are some important things to remember, and some dos and don'ts.

DO - use a local language the children understand. If necessary, divide the class into language groups.

As you read the book, you will see that sometimes letters are written in inverted commas, like this:



HOW THE 'E' SOUND GOT ITS LETTER

Say the letter sound, not the letter name

It was a gloomy day in Alphabet Land and things were not going well in class.

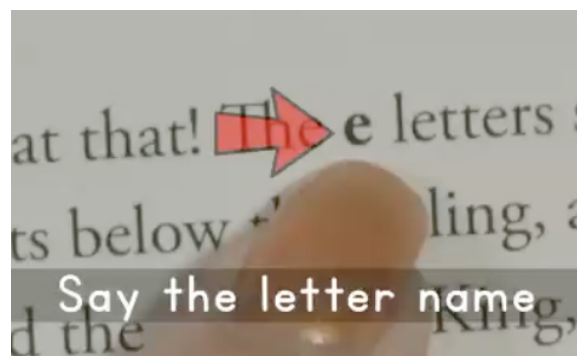
Sam sighed, "We have run out of imagination."

They were looking for a shape for the 'e' sound. All day they had been drawing and talking but they could not come up with a letter shape. Lucy and Sam felt glum.

When you see this, say the **sound** of the letter. For example, here, you would say 'e', as in elephant. Say 'b' as in ball, or 'c' as in can.

In the stories, once the Alphabet King has found a shape and named the letter, it is called by its name and written like this:

Then you say "eee", or "bee", or "see", the letters' name.



DON'T - let the story take more than 6 minutes to tell. That is the optimal concentration time for the children.

Do - tell only one story a day.

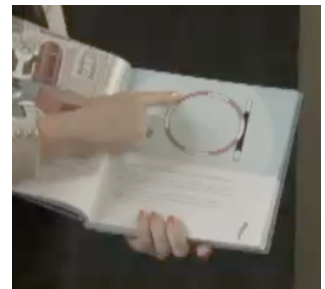
DO - feel free to tell the story in your own words or shorten it. Just make sure you have covered all the key elements in the story. If you memorise it, you can use the pictures to retell the story. That will make you able to emphasize and repeat key points to help the children understand.

DON'T - stop reading to ask questions. Just keep going until the end of the story and ask questions afterwards. That way the children will not get distracted and you will not break the flow.

DO - make your voice interesting. Speak clearly. Use different voices for the characters.

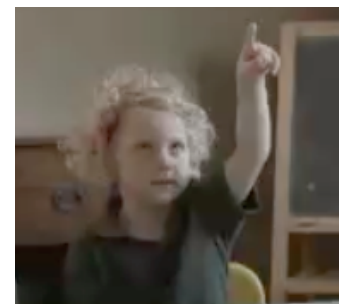
DO - show the pictures in the book to all the children. Seeing the pictures helps to remember the story, and how the letter is formed.

DO - point at everything you are talking about in the pictures as you go. This will make it easier for the children to follow and if they drop out for a second, they can easily come back on track.



DO - Say the sound whenever you write the letter. Encourage the children to do that too. Do not focus on the letter name. That will come by itself.

DO - get the children to use their magic finger to make the letter shape in the air as the characters do, for every story.



If some of the students find it hard to understand the letter sounds, try splitting the class and working in a small group with those who can not manage yet.

4.5 - PRACTISE

Make sure the children understand what they have heard by asking them questions. Try not to ask questions that require just yes or no answers. Ask open questions to get the children to think for themselves first and then talk about what they have learnt. Make sure that all the children know the answers, not just those who normally talk in the class room.

You have introduced the new letter to the class, now it is time to practise.

Alphabet Castle introduces the concept of different lines for letters to sit on. You will see that the exercise book has four lines where usually there would be one. Draw out the four lines on the blackboard, as it is in the exercise book. Write the letter correctly on the blackboard.

Many children need help to position the letter correctly on the lines.

IDEAS FOR PRACTISING NEW LETTERS:

TO PRACTISE THE SOUNDS:

Hold up the Alphabet King Gallery card and talk about the sound while you show the children the letter. Make sure all the children can see it.

Suggestions to say to the kids:

This is 'a'. Shall we have a go at saying it. (children say 'a'). Now say it in a big deep voice, sing it, whisper it, say it louder ..

Focus on keep saying that sound 'a' to the children. If you focus on the sound -'a'- the name of the letter -A- will come by itself. Just keep saying 'a'.

USE YOUR MAGIC FINGER ON A FRIENDS BACK.

Make the class use their magic finger to make the letter shape in the air. Then ask them to stand up, turn to the person next to them and write the same letter shape on a friend's back.



TO GO FROM SHAPE TO SOUND

Write a letter on the board, using the lines. When you write the letters, as in the story, use red for vowels and blue for consonants. Ask the class to be quiet and think about what the letter sound is. Ask them to raise their hand when they have the answer. When all of them have raised their hand, then chose someone to answer. This pushes the children to think for themselves and means it is not always just a few from the class that speak out before the others have even started to think.

WRITE IT

The children start to write in the exercise books.

Remember the lines system and always position the letter on the red or bold line, asking if it is going up to the first floor or down into the "scary" basement.

If the exercise book they have does not have a "red carpet" line, then draw one in for them to sit the letters on. See how

Make sure the children write the letters close to each other to make the most of the space in the book. They Should not spread them out like this.

Remember: *Every time you write a letter, say it's sound. Then the children will start to make the connection between the shape and the sound of the letter. As they write the letters in their books, get them to say the letter's sound out loud, to reinforce their learning. Listen as they do this for the ones who have not understood so you can help them later.*

MORE ACTIVITIES

In the Alphabet King Activity Book there are more activities for practising letters.

4.6 APPLY

To be able to remember what they have learnt, it is important that the children start to apply the new knowledge in different ways and settings, and to mix it with what they have learned before. This can be done with very few resources.

Below are some ideas for applying new sounds. Choose one or two activities for each letter, depending on how hard your class are finding it to learn the letter. For example, the 'b' and 'd' sounds will need several activities each as they are hard to learn, and also easy to get mixed up.

IDEAS.



1. Tracing the letter and saying the sound.
2. Write letters in the sand
3. Collect items, and pick out all items starting ex. with "p"
4. Draw things on the board that begin with the letter you are teaching - for example, for B draw a ball, a bat and a boat. You can find ideas in the stories. Ask the

children what sound these pictures start with. Then ask them to suggest other things that begin with B for you to draw.

5. Write letters on stones

6. Find the letters in the crowd of many other letters

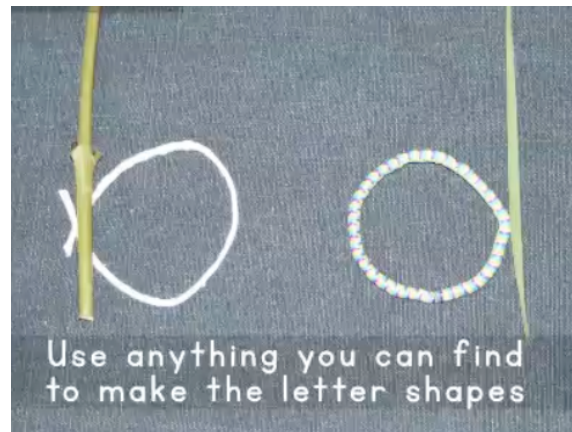
7. Trace the letters

8. Writing lots of the same letter along a line and saying the sound.

9. Memory games. You will find this game to cut out in the Activity Book.

10. Alphabet Bean bag

Take a selection of letters out of the bag. Let the children play with them to see if they can make some real words by blending the sounds. Also let them make words that do not have any meaning, but make funny sounds when they read them.



11. Finding other things that can make the new letter shape.

4.7 GENERAL TIPS

POSITIVE FEEDBACK:

All children perform better when they are "seen" and get personal feedback. It inspires them to learn.

Focus on trying to give positive feedback to each of them, even if it takes time.

STIMULATE CREATIVITY:

Give the children opportunities to be creative, make up their own stories about things. Stimulate their imagination by asking them to draw and talk about their ideas.

MORAL VALUES:

Discuss Blunt's behaviour in class. This gives an opportunity for moral education. Does Blunt want to be bad, and just to have fun? What is good and what is bad? How does his behaviour effect other people?

CHILDREN HAVE A VOICE:

The Alphabet King always listens to the voice of the children. What the children are saying is important. Inspire your students to ask why by telling them they can.

TIPS ON HOW TO HOLD A PENCIL.

Some children find it hard to hold a pencil correctly. An easy way to explain it to them is to think of your pointing finger and thumb making a bird's beak that will grab the pencil by pecking it. Then the bird rests the pencil on the long finger.

You can practise in the class room with all the kids doing the same together with you.



CHAPTER 5 - BLENDING

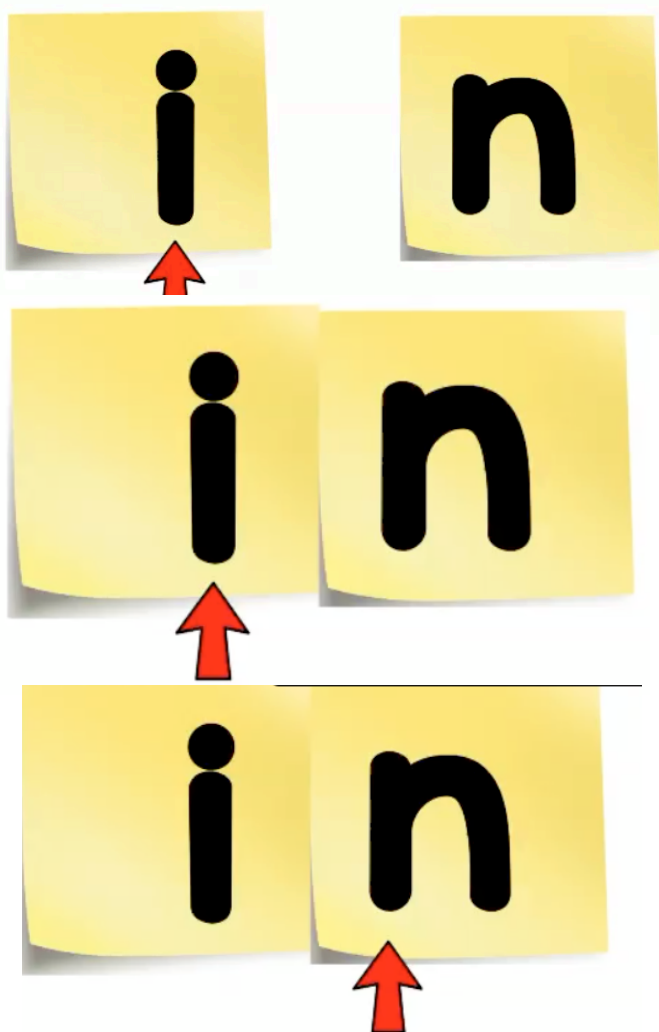
In your book, you will find a story called "When the Letters Made Words". This is a story about blending letter sounds. Read this story to your class after you have introduced three or four letters that can make a word - like 's', 'a' and 't' to make sat.

It is important to tell the children why they are doing this. Tell them that when they know all the letter sounds and what the letters look like, they will blend them together and then they will know how to read.

Here are some good examples of easy words you can use to practise blending:

Hold up some gallery cards some way apart from each other. Tell the children the sound of the letters you are holding up. For example, 'i' and 'n'. Tell the children you are now going to sing them together.

Write the letters on some sheet of paper cards. Start saying 'i'... keep saying the sound and move the cards towards each other.



When the cards meet, start to say the 'n' sound. Do not pause between them. 'iiiiin'. The children will start to recognize the word. Point to the correct letters all the time as you are singing them together.

Ask the children questions like:

Did this become a word?

What the word mean?

Repeat it many times until the children can hear a real word, not just sounds.

Here's how it can be done with some other small words:

You've learnt 'in', now try pin.

Write the letter 'p' on one piece of paper and the word "in" on another piece. Move them together bit by bit while you are saying the sounds, like this

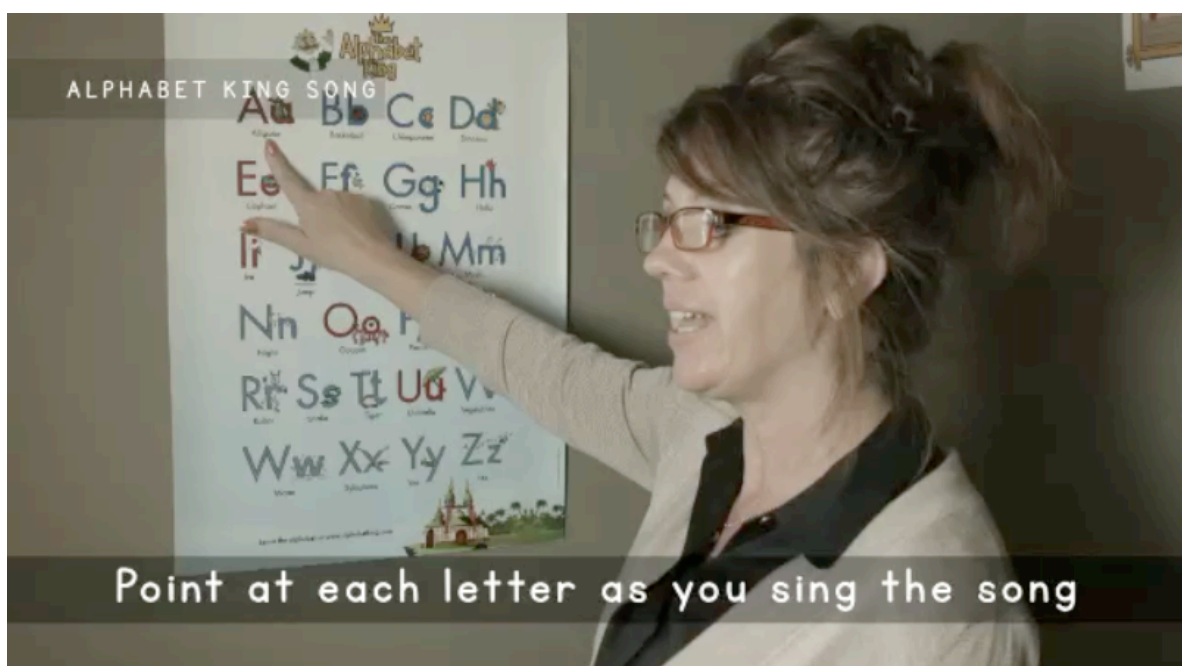
in, pin, at, sat, an, man, am, Sam,

CHAPTER 6 – THE ALPHABET KING SONG

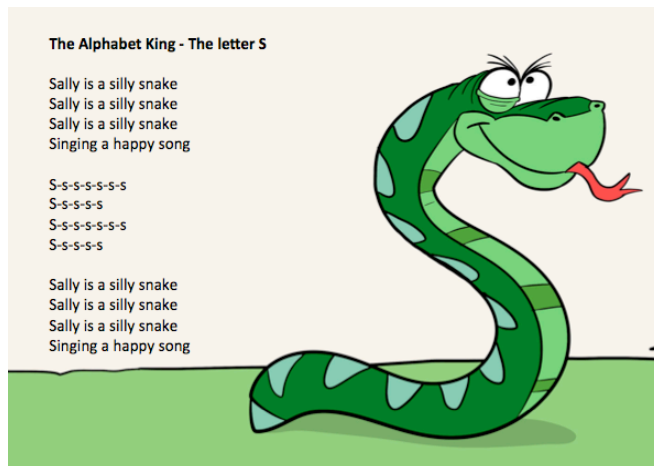
The Alphabet King has its own song to help the children memorise the alphabetical order of letters.

Try learning the words to the Alphabet King song for yourself before you teach it to the kids.

Listen to the song with the class and encourage them to dance along. While you listen together, point to each letter on the poster when singing it. If possible make the children come closer so they can see it better.



There is also a song for each letter:



Here is some activities based on the song you can do with the children:

RUN TO THE SOUND GAME.

This game can be played wherever you have space, inside or out. Attach the Gallery cards to the walls in different places. When you call the letter's sound, the children must run to the correct letter.

STATUE SONG:

Play the Alphabet King song, sing, or clap your hands while the children dance. Stop the music and hold up a gallery card. The children stand still like a statue and call out the letter sound.

ROBOT DANCE

This dance is used to find the different sounds in a word.

I want you to stand up and pretend you are a robot. That's right, you have to stand very stiffly with your arms bent.

Let's say these sounds together. 's','a','t'. For each sound move your arm like a robot.

CHAPTER 7 - THE ALPHABET KING CLUB

Some schools have clubs that children can attend after school to enjoy and play.

You could start an Alphabet King club in your school to have more fun with the letters. Do more of the activities in the book, make up a dance to the song, act out the stories. Or use ideas from this training material. Create even more fun around the importance of reading and writing.

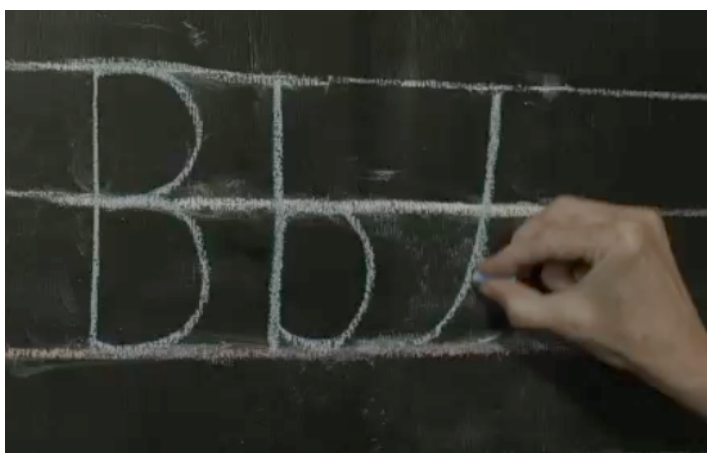
CHAPTER 8 - HOW TO SAY THE SOUNDS

To make sure you are saying the sounds correctly, please listen to the teacher while she says all the sounds.



CHAPTER 9 - HOW TO WRITE THE LETTERS

To make sure you are writing the letters correctly, and so that you can teach the children how to write them correctly, please watch how the teacher writes the letters on the line system on the training video.



CHAPTER 10 - THE ALPHABET KING CERTIFICATION AND MATERIALS

CERTIFICATE:

To become a certified Alphabet King teacher, you need to pass:

- a theory test
- a practical test when you are observed in your classroom

You can find what you need to know and do to pass the test at our homepage:

www.alphabetking.com, under "Teacher Training Test".

All the relevant materials used in this training, can be found on our homepage www.alphabetking.com



If you have any questions about the certification, or the training video, please contact us by email at: teacher@alphabetking.com

We hope you will follow us on Facebook at: Facebook/thealphabetking.

We would love to hear your feedback on how it goes in your classroom.

Remember - go back and repeat this training dokument, in total or in parts, until you feel confident with the content.

Good luck with your Alphabet King sessions, and we hope that both you and the children will enjoy them!

