



Project Core

A Stepping-Up Technology Implementation Grant
Directed by the Center for Literacy and Disability Studies at UNC Chapel Hill

ALPHABET & PHONOLOGICAL AWARENESS: SELF-REFLECTION & OBSERVATION

Teacher: _____ Other Adults: _____

Students: _____

Activity Description: _____

Date: _____ Time: _____ Observer: _____

Evidence	Yes	No	Comments
ALL students have an individual communication system that meets their access needs (e.g., Universal Core with partner-assisted scanning layout).			
Adults encourage and support student use of individual communication systems throughout the lesson.			
An adult clearly describes the purpose of the lesson.			
The lesson connects to the theme or a topic being studied in some way.			
Lessons focused on the alphabet include letters in a format that is accessible to ALL students (e.g., high contrast; large print; braille)			
The activity focuses on letter names, letter sounds, or other aspects of phonological awareness (rhyme, alliteration, segmenting and blending sounds).			
Content and complexity of activity is appropriate for age/grade/ability level of students.			
Students are encouraged to comment and participate throughout the lesson.			
Adults recognize, respond to, and expand on student's efforts to participate and communicate.			

Summary and Additional Comments: