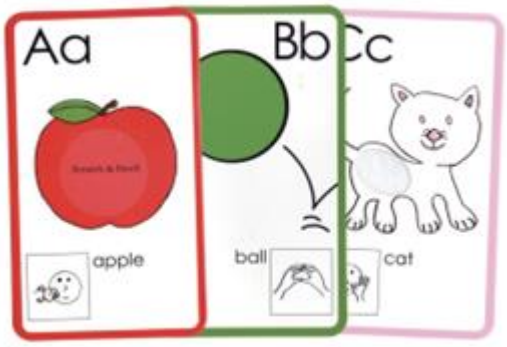
SENSEsational Alphabet Touch-Feel Picture Cards

(Early Literacy Braille Manipulatives – EC COE)

Description:	Image:
Learning the alphabet has never been more exciting and stimulating This fun and engaging card set lets your child feel the different textures of the Horse and Lizard, smell the distinctive aromas of Apples and Roses, and much, much more Learn the entire alphabet and many beginning words in Sign Language and Braille. The SENSEsational Alphabet is an interactive card set focusing on integrated sensory methods to learning. This enables all children, regardless of their strengths and weaknesses, to build a basis for fundamental communication skill development. These cards incorporate visual stimuli, touch, smell, Braille and Sign language, with each card having a unique and exciting feature. The SENSEsational Alphabet Touch and Feel Picture Cards are great educational tools that can be used anywhere, at home or on the road. Full color cards measure 7 x 4. For ages 1 and up.	 Purchasing Information

Who Might Benefit?

Those who…

- Have low vision or are blind.
- Are deaf or hard of hearing.
- Learn best through tactile exploration or need additional sensory cues to learn early literacy skills, such as letter recognition.

Why Use?

Provides an opportunity to…

- Increase early literacy skills by introducing upper and lower case letters.
- Learn print and braille formation of each letter of the alphabet.
- Develop tactile discrimination skills.
- Begin learning letter sounds.
- Learn sign language for the pictures on the cards.

Instructions for Use:	Adaptation Ideas:
Environmental Considerations • Can be used during large group activities, small group activities, and one-on-one instruction. • Can be used at school, home, or the community. **Positioning** • SENSEsational Alphabet Touch-Feel Picture Cards can be used in any position; seated, standing, on the floor, etc. • Consider the surface where the child is reading the braille on the cards. Ensure it allows the child to comfortably use their hands to explore and feel the Braille clearly. **Alternate Positioning** • Alternate positioning of side-lying, Tummy Time position (prone), supine (lying on the back), kneeling, etc. may also be possible. **Basic Play/Use** • Learn upper and lowercase letters of the alphabet in braille and print. • Encourage tactile and visual exploration. • Identify pictures on the cards using various senses like sight, touch and smell. • Learn letter sounds. • Learn sign language for the pictures on the cards. **Extended Play/Use** • Matching Activities: Pair the SENSEsational alphabet cards with another set of alphabet toys or cards. Encourage the child to match each letter from the textured set to its corresponding letter in the other set. This reinforces letter recognition, tactile discrimination, and alphabetic awareness through hands-on exploration. • Play a memory game. Create a set of card pairs (e.g., Braille A with print A). Place cards face down. Take turns flipping two cards at a	**Optional Additional Materials/Supplies** • Dycem • Velcro **Stabilize It** • Place Dycem under the cards to create a non-slip surface, helping keep them in place for children who might accidentally push them away while exploring with their hands. • Attach Velcro to the back of each card and use a Velcro-friendly board to keep them in place, providing stability for children who need the cards to stay stationary while exploring. This would also allow for the cards to be presented on a raised surface such as an All-in-One Board from APH. **Simplify It** • Reduce the number of cards you give to a child to explore at one time. • If asking the child to identify or find a certain letter, limit the number of choices. • Use 3D objects or models of the items pictured for students who are blind. • Use hand under hand to assist a child who is blind or has low vision to encourage and demonstrate tactile exploration. **Contain it** • Consider using a card holder to help manage holding the cards. • Use a tray with raised edges—such as a baking sheet—to help create a clearly defined workspace. This is especially beneficial for students who are blind, as it allows them to more easily locate and organize materials like tiles within a contained area. • Store the tiles in a basket or tub with a lid. **Add Sensory Cues** • Add a tactile marker—such as a cut corner, a raised sticker, or a small dot of puffy paint—to one corner of each card. This helps a student who is blind or has low vision easily identify

time, trying to find a matching pair or letters.
- Use the cards together with a swing cell or other braille model and have the child recreate the letter they choose from the group of cards.
- Show the child each flash card, encouraging them to identify the object pictured (e.g., "apple" for A). As you name the object together, clearly introduce the corresponding letter and its sound (e.g., "A says /ă/ as in apple"). Use this opportunity to connect the letter, sound, and image in a meaningful way, reinforcing early phonics and vocabulary development through conversation and repetition.

Play/Use with Others
- Including print, braille and sign language encourages participation and interaction with all peers, children may encounter at home, school or in the community setting.
- Take turns finding requested cards. Identify the letter, picture and letter sound for that card. Work with peers to come up with other words that start with the same letter!

the correct way to hold and orient the cards while exploring or playing with them.

Communication Support
- Each card includes a sign language model for the corresponding picture. To support students who are deaf or hard of hearing, you can also print out signs for each letter of the alphabet. These visual supports help reinforce letter recognition and provide accessible communication through fingerspelling or sign vocabulary.
- For students with some vision, provide a communication board with vocabulary appropriate (e.g. touch, top, bottom, color selection vocabulary, etc.) for the child to engage with the SENSEsational alphabet cards.

Alternative Uses
- Use the cards to identify different colors.
- Use the cards to work on identifying the objects on the cards. Children can say the name of the object or point to a requested object.
- Sort the cards into groups based on shared characteristics—for example, by card color or by similar items shown on the cards, such as foods, animals, or toys.

DIY Alternatives
- Print a set of free alphabet flash cards. Add braille to cards using a Perkins braille writer, slate and stylus, puffy paint, pearl stickers or other tactile materials. Gather 3D objects, toys or models of the pictures on the cards to make the cards more accessible for students who are blind or have low vision.

Additional Considerations:

- Recommended for ages 1+

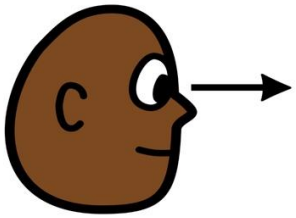
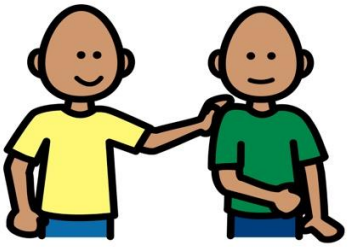
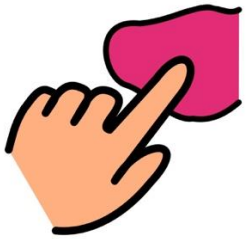
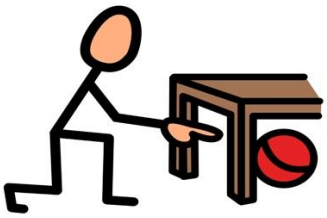
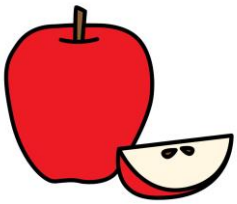
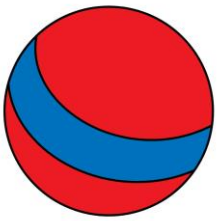
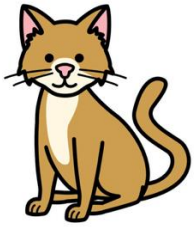
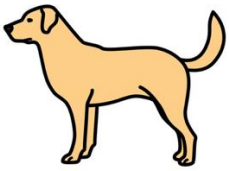
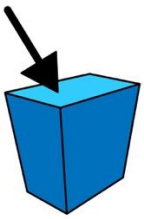
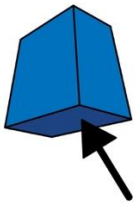
Additional Resources:

- Learn about more braille activities for children
- Activity ideas for learning braille letters
- Read more about hand under hand guidance and technique
- Explore 20 Fun Ways to Use Alphabet Flash Cards {for any age}

Ohio Early Learning Standards

- LL: Print Awareness: Develops knowledge of print organization. (3.a.).
- LL: Print Awareness: Develops knowledge of the alphabet. (3.b.).
- CO: Memory: Develops the ability to recall information about objects, people, and past experiences. (1.a.)
- LL: Language and Communication: Develops and expands understanding of vocabulary and concepts. (1.b.).

Words to Encourage Play/Use

Look 	Touch 	Feel 
Letters Aa Bb Cc Dd Ee Ff	Find 	Sign 
Apple 	Ball 	Cat 
Dog 	Top 	Bottom 

Adapted from: Haugen's Modes for Adapting Toys based on materials from the "Let's Play" Project at the University of Buffalo

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