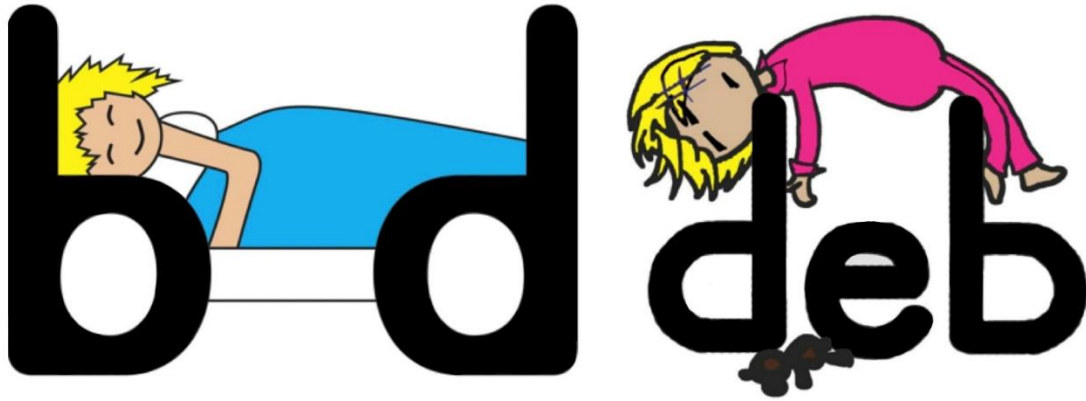
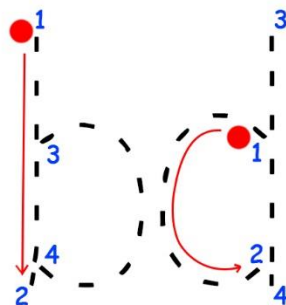


Teaching b-d Reversals To Struggling Learners



1. Demonstrate writing **b** and **d** to the struggling student and voice the movement as you demonstrate: '**b** - down, up and around; and **d** - around up and down'. Discuss why this might be tricky for some people.
2. Show students the bed image. Discuss how uncomfortable it would be to try and sleep in the bed on the right when the letters are facing the wrong way!
3. Teacher demonstrates writing **b** and **d** in the air. Voice the movement as you demonstrate and then the letter sound. Repeat the process with the children copying your movements in the air. Children then trace over the **b** and **d** saying the movements as they go and then the letter sounds.



4. Show how you can use your hands to help with **b** and **d** if you get stuck in class. Can you see it looks like a bed? (You can use a soft toy to make it more fun and memorable, and even add some snoring sounds!)

5. Trace around the child's hands held in this 'bed' position, and say the movement and the letter sounds as you go: 'down, up and around, **b**;' and now let's do the other side of the puffy mattress - around up and down, **d**'



6. Place a piece of paper on the desk and trace around their hands held in this position. (This can tickle!) Let the students trace over the image with their favourite colour - saying the movement and the letter sound as they go. Add a miniature 'e' between the **b** and **d** so that it reads **bed**.

7. Say 'We read from left to right'. The teacher draws an arrow left to right underneath the word. What is the first sound you hear in bed? Point to the **b**. What is the last sound you hear in bed? Point to the **d**. Sound out the word **b/e/d**.

8. The teacher says, "Can you visualise the **bed** in your mind? Do you think you can use your hands to help write **b** and **d** on your own for me now?"

9. The teacher says, "Take your time, think about it, and write these words for me: bed, bad, bid, did, bib. I am here to help you if you need me."

10. Have the students celebrate by drawing an image of themselves sleeping on the **b-d** hands drawing.

11. Some students may need further reinforcement: Get students to...

- look at the drawing every day
- put it on the fridge at home
- place it on the back of the headrest in front of the student in the car
- stick it on the ceiling above your bed
- practise using the strategy daily
- take a photo of their hands in the bed position and keep it on their parent's phone/ own device as a screen saver
- stick the small **b-d** memory card on their desk
- keep it in their pencil case or
- stick it on the back of their ruler



Remember, it needs to be multisensory, and fun, and an experience
to aid memory retention!