

WORKING WITH LETTERS AND SOUNDS

Student knows: Less than 50% of the alphabet Across the Week

2 letters of the week	Targeting two letters that look and sound different e.g. C and T. Focus on the letter names but also mention the most common letter sound during activities. For beginning alphabet learners, focus on letters important to them e.g. letters in their name.
Letter songs	Can use both single letter songs and whole alphabet songs. But remember that these don't have a big impact on alphabet knowledge – even though they engage students. These are the least important activity.
Letter books	Both single letter books and multiple letter books, including A - Z. Lots available at Monarch Reader and commercial books.
Letter activities	Lots of different and diverse ones. Some of these should support students to experience the shape of the letter e.g. driving around it using a toy car, or painting it, or feeling around a sandpaper letter. Check out this link for ideas .
Letter sorts	Start with visual + auditory letter sorts with the two letters of the week, where the focus is on a student discriminating visually between the two letters. We would consistently talk about each letter by its name during these activities. Once a student can do this successfully then we would move to letter sorts visually only – where we aren't labelling the letter out loud for the student. See the handout on using sorts. Letter sorts should only happen on Thursday and Friday. Download this handout for more information on sorts .
Whole alphabet activities	Students have an opportunity to interact with the whole alphabet at least once a week e.g. alphabet jigsaw, playing with magnetic letters. During this, an adult needs to be around talking about the letters and giving them some context. For example "oh, you just found a D, That's the first letter in Dad".

**For lots of activity ideas see
Teaching the Alphabet with Variety**



WORKING WITH LETTERS AND SOUNDS

Student knows: Less than 50% of the alphabet

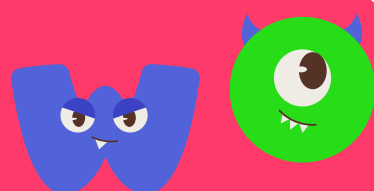
Example of a Weekly Program

Monday	(I do) Introduce letter of the week #1, play a song while pointing to the letter in PODD, read a book focusing on the letter, (We do) Complete one or more hands-on activities focused on that letter. (I do/We do) Include some whole alphabet activities at some point in the day too – puzzles or songs or books. Check this link for ideas.
Tuesday	(I do) Introduce letter of the week #2, play a song while pointing to the letter in PODD, read a book focusing on the letter, (We do) Complete one or more hands-on activities focused on that letter. (I do/We do) Include some whole alphabet activities at some point in the day too – puzzles or songs or books.
Wednesday	(I do/We do) Review both letters. You can do hands-on activities or you could put one letter on one side of the room and another letter on the other side and get the students to run to a letter you call out, etc. Please note: Additional pages with information for a Wednesday routine are included on pages 3 and 4.
Thursday	(I do/We do/You do) Letter sorts with letters #1 and #2. Download this handout for more information on sorts.
Friday	(I do/We do/You do) Letter sorts with letters #1 and #2.

This handout uses the language of gradual release of responsibility. I do = educator models the information/task. We do = educator and students do it together, each with their own resources/activity. You do = student does task independently.

If a “You do” task is too difficult for a student, change it to a “we do” task.

For lots of activity ideas see
Teaching the Alphabet with Variety



WORKING WITH LETTERS AND SOUNDS

Student knows: Less than 50% of the alphabet

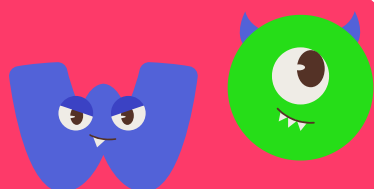
Wednesday Example

Two letters of the week: F and R

Remind students of the first letter	(I do) Remind students of letter of the week #1 - in this case F. Show them uppercase F and lowercase f. If possible, give them each an uppercase F and lowercase f to hold. Navigate to the alphabet in your AAC system and point to the letter.
Put the first letter in context	(I do/We do) You could do any one of these: • Write a list of words that start with F. Encourage students to find words in AAC or in books • Read a book from <u>Monarch Reader</u> about the letter • Talk about people you know who have an F in their name, both people who start with F and people who have an f in their name
Remind students of the second letter	(I do) Remind students of letter of the week #2 - in this case R. Show them uppercase R and lowercase r. If possible, give them each an uppercase R and lowercase r to hold. Navigate to the alphabet in your AAC system and point to the letter.
Put the second letter in context	(I do/We do) You could: • Do any one of the activities above • Use the visual sorts page on R to discuss words that start with R • Do some R craft e.g. making rockets or rabbits and decorating them with R's.

This handout uses the language of gradual release of responsibility. I do = educator models the information/task. We do = educator and students do it together, each with their own resources/activity. You do = student does task independently.

If a "You do" task is too difficult for a student, change it to a "we do" task.



WORKING WITH LETTERS AND SOUNDS

Student knows: Less than 50% of the alphabet

Wednesday

Two letters of the week: F and R continued

Do an activity with both letters	(I do/We do) Make both of the letters of the week available in some way - and encourage students to compare them, providing them with support You could: • (We do) Put one letter on one side of the room, another letter on the other side of the room. Call out a letter at a time and get students to move to them. Have an adult in the group who can lead the students. • (We do) Put a few of each letter in front of each student and get them to select letters as you show them the letter. "Here's the letter F. Can you find an F?". Support the student to find a letter F in front of them. • (We do) Have a bunch of mixed letters of the week and ask students to help you pack them up. Have a clearly labelled container for each letter. Offer students both containers, placing the correct container closer to them to help them put it in the correct container. • (We do) Provide students with a page with two circles on it, one labelled with each letter. Provide them with glue, pieces of paper with the two letters on them and support them to glue each letter in the correct circle.
Remind students of the two letters	(I do) Finish up by reminding the students of the two letters of the week, showing them in both uppercase and lowercase

This handout uses the language of gradual release of responsibility. I do = educator models the information/task. We do = educator and students do it together, each with their own resources/activity. You do = student does task independently.

If a "You do" task is too difficult for a student, change it to a "we do" task.

