

WORKING WITH LETTERS AND SOUNDS

Student knows: More than 80% of the alphabet Across the Week

5 letters per week with a letter of the day	5 letters of the week, focusing on a letter of the day from the letters the student(s) still needs to consolidate. Use the Explicit Alphabet Instruction Routine (EAIR) script with the letter of each day. Follow the Explicit Alphabet Knowledge Cycle Guide for the letter order.
Explicit Alphabet Instruction Routine	Complete the routine each day with the letter of the day. If student is struggling with similar letters e.g. n and m, then you could focus on these for a whole week to improve discrimination between them.
Letter sorts	Using the letters of the week in words. Auditory + visual for a short period, if needed,, and then moving to auditory only. Download this handout for more information on sorts.
Whole alphabet activities	These should have some structure, such as alphabet bingo in uppercase and lowercase .
Word families for phonemic awareness	Continue with Word Families, using a word family of the week. Get more information about doing a word family across a week from this handout . If student can reliably hear initial sounds in words, then can move to focusing on discriminating between endings e.g. I have b, which one will turn it into ball? All or at? You can download a handout on this at this link .



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Monday	(I do/We do) Complete EAIR with letter #1. Introduce word family of the week by reading a book about it. Do a passive word family task e.g. offer them a choice of initial letters and when they select one, make up the word and add the picture that goes with it. (We do/you do) Do a general alphabet activity e.g. alphabet bingo
Tuesday	(I do/We do) Complete EAIR with letter #2. Review word family of the week watching a music video about it. Do a passive word family task e.g. offer them a choice of pictures and when they select one, make up the word that goes with it. (We do/You do) Word sort using the first two letters of the week.
Wednesday	(I do/We do) Complete EAIR with letter #3 (or repeat letter 1 if doing 2 similar letters). Review word family of the week by making each of the words you have already done. Do a passive task e.g. put the different initial letters in a bag and as they pull one out, make the word and add the picture that goes with it. (We do/You do) Do a general alphabet activity e.g. painting letters on concrete as they are called out
Thursday	(I do/We do) Complete EAIR with letter #4 (or repeat letter 2 if doing 2 similar letters). Review word family of the week with a music video. (You do) Do an active task e.g. ask the student "which letter should I use to make" And then offer the student a choice of 4 – 6 letters depending on the level of difficulty they are ready for.
Friday	(I do/We do) Complete EAIR with letter #5 (or review letters 1 and 2). Review word family of the week with a music video. (You do) Do an active task e.g. ask the student "which letter should I use to make" And then offer the student a choice of 4 – 6 letters depending on the level of difficulty they are ready for. Word sort using all letters of the week.

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.

