



Alphabet Work

Using tiles, ask the student to create the alphabet (put the tiles in alphabetical order), making sure they have one of each letter.

for BEGINNERS (if students have this down, don't come back to it.)

Go through the letters, having the student say the *name* of each letter.

Note the letters the student struggles with. Pull those out. Review those.

Try singing the A-B-C song (if they're willing)!



Letter Sounds

Using the tiles from alphabet work, ask the student to pull out the *vowels*.
(Use the vowel cards in the binder as reminders.)

Go over the **sounds** of each vowel. (**Be careful** – pay attention to each picture to be sure you're making the correct sound! It *isn't* what you might think it is!)

Pull out 5 or 6 consonant tiles (they don't need to be in order). Drill the **sounds** with the student.

****Be sure to trim the sound – don't add "uh" at the end of each sound.****

Make it a game:

How fast can the student say the sound of (6? 10? 24?) tiles?

Eventually, as the student is getting good at this, use the **Sound Warmup Sheet** and time it, charting their progress over time.

At the beginning, don't use the sh, th, wh, ch.

Wait until students are fully confident with the others to introduce these.

Sound Warm-Up

b	n	c
p	d	qu-
f	r	g
s	j	t
v	h	k
w	l	x
m	y	z
a	e	i
o	u	
sh	th	wh
ch		

Sounding Out

Pick a set of words (see list below) to work on sounding out.

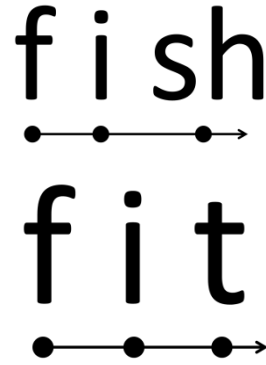
Put a dot under each sound with an arrow pointing to the right

Move your pen along the arrow line as you go from one sound to the next, **holding the sound** until you reach the next dot

Do it VERY SLOWLY, then SLOWLY, then quicker, then quickly.

Word sets (try to stick with just 3 letter, CVC, words):

1. Rhyming patterns (hit, fit, lit, etc. / hat, cat, mat, sat, etc.)
2. Starting patterns (sad, sit, sun, etc. / box, bed, bee, bat, etc.)
3. Short vowel sounds (apple, ant, ax, etc. / igloo, inch, in, etc. / under, umbrella, etc.)



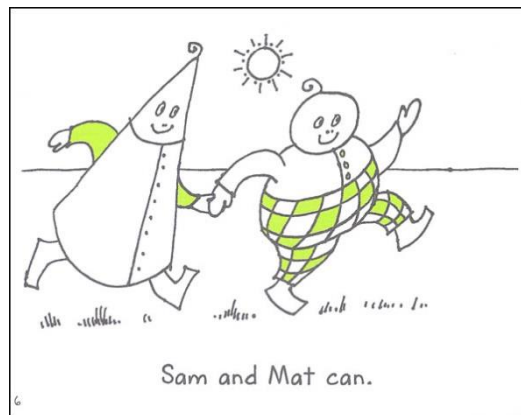
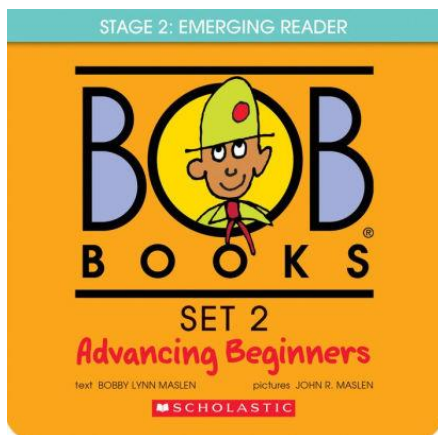
Bob Books

Choose a Bob Book to read (start with Set 1 books).

As you read, pull out the rhyming words – write them on a piece of paper. (You can do this or you can have the student pay attention and notice which words rhyme.)

After finishing the book, go over the rhyming words on your paper.

Ask the student → Can you come up with any other words that fit this pattern that aren't in the book?



Word / Picture Sorts

Using the various Picture and Word Sorts in the binder, do a sort with the student. Start from the front and work your way back. (They get progressively more challenging.)

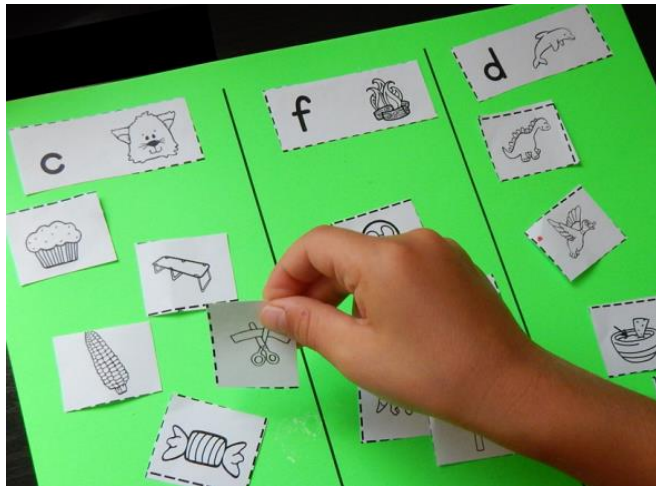
Show the categories and practice the example word/picture.

Ask the student to sort the other words into those categories.

*Note → English Language Learners may not know the English *word* for the picture they see. You can say the word and have them listen for the sound so they know which column to put it in. (The focus here isn't learning the English words, it's learning the *sounds* of the letters.)

More advanced: Don't give the student the categories. Tell the student to figure out how to organize the words. Encourage the students to *SAY* the words to see if any categories become obvious.

At the end: add the headings and tell the student the rule.



Reading A-Z Books

Choose a book to read with the student. Just like in the BOB Books, be sure to write down the rhyming words as you come across them. Review these lists at the end of the book.

