Alphabet Knowledge Instructional Routine: Cox Campus Sequence

The Alphabet Knowledge Instruction Routine includes four parts:

1. Letter Name Identification: Teachers explicitly teach each letter name displaying upper and lowercase letters. Children identify target letter by name.
2. Letter Sound Identification: Teachers explicitly teach each letter sound. Children name the target letter and the sound it spells.
3. Letter Recognition: Children locate the target letter in context, naming it and telling its sound each time.
4. Letter Formation: Teachers explicitly teach the proper formation of each letter using simple language and consistent paths of motion. Children practice forming letters in the air, using shaving cream, finger paint, sandpaper, blank paper or other sensory materials before putting pencil to paper.

(*adapted from Clark, 2012*)

There is no perfect scope and sequence for introducing letters and sounds. This resource is meant to provide a guide for teachers who do not have access to a scope and sequence as part of a curriculum. Embedded within the scope and sequence are words teachers can use to practice phoneme blending and segmenting with letters students have mastered. If you do have a scope and sequence with aligned materials but need a more explicit script for introducing letters, consider using the Alphabet Knowledge Instructional Routine: ABC Order resource on Cox Campus.

Regardless of which scope and sequence is used, alphabet knowledge requires continuous review to ensure mastery. Teachers may find these materials helpful as part of their review:

- Large Letter Cards, Medium Letter Cards: Review in random order, previously taught letters and sounds as a warmup to each alphabet knowledge lesson. These cards can be used in whole group or small group instruction.
- Alphabet Knowledge Review Book: As letters are introduced, children add letters to their personal Alphabet Books. While waiting for small group instruction to begin, children name each letter and sound, reading their books from front to back.
- Letter Tiles: Once children are blending and segmenting phonemes and have learned several letters, they are ready to start making words.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

Teaching Tips:

Our recommendation is to introduce two letters each week and to build in time for progress monitoring and review. The following is an example of what this could look like over the course of a week. For very young children, start slowly and add more steps as they are ready.

Sample Schedule
Monday-Tuesday: • Review previously taught letters • Introduce first new letter (repeat both days) following instructional plan **Wednesday-Thursday:** • Review previously taught letters • Introduce second new letter (repeat both days) following instructional plan **Friday:** • Cumulative Practice: provide additional opportunities for children to work with letters taught this week and other previously taught letters (Ex: feed hungry monster, read alphabet books, sorting magnetic letters, highlighting letters in print, scavenger hunts) • Progress Monitoring: Use activity time to observe and collect anecdotal notes on children's progress with letter naming and letter sounds: **Alphabet Matrices:** • ABC Order • Cox Campus Scope and Sequence Order

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

Letter to Introduce *(Letters for review)*	Letter Name Identification	Letter Sound Identification	Letter Recognition	Letter Formation
a	**I DO:** This is the Letter A. This an uppercase A. This is a lowercase a. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (Teacher points to upper and lowercase at least three times)	**I DO:** The letter A represents the /a/ sound. When you make the /a/ sound, your mouth is in an open smile, your tongue is low in the front of your mouth. /a/ is a vowel sound. All vowel sounds are continuous sounds, and we always use our voice with vowel sounds (model touching your voice box). Watch me, now you try. Do you feel the vibration in your voice box? Letter A spells /a/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter A spells /a/. Say the letter and sound with me. (Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times) *Add to sound wall*	**I DO:** Now let's locate the letter A. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter A. We start at the top (model) slant down, slant down, across. To form a lowercase a, (model) we go over, around, up and down. **WE DO/YOU DO:** Let's practice writing the letter A together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

S	**I DO:** This is the Letter S. This is an uppercase S. This is a lowercase s. **WE DO:** Let's practice naming this letter. What is this letter? *(Teacher points to upper and lowercase at least three times)*	I DO: The letter S represents the /s/ sound. When you make the /s/ sound, your teeth are together, and your tongue rests on the ridge behind your top front teeth. Next, push air through the space between your top and bottom teeth without turning your voice on. When you make the /s/ sound your tongue partially blocks the air through the space between your top and bottom teeth causing friction and a hissing sound. Your voice is turned off for this sound, so you won't feel a vibration (model touching your voice box). /s/ is a continuous sound that can stretch on and on. Watch me, now you try. If your /s/ sounds like /suh/, try again. Letter S spells /s/. WE DO: Let's practice saying the sound of this letter. The letter S represents the /s/ sound. Say the sound with me. *(Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times)* *Add to sound wall*	**YOU DO:** Now let's locate the letter S. **YOU DO:** Students locate the letter in text, magnetic letters, tiles, names, environmental print, newspapers, etc. Pointing and naming the letter each time.	**I DO:** Let me show you how to write the letter S. To form an uppercase S, we start at the top, go over, around, curve in and around. The lowercase S is the same, it's just smaller. Go over, around, curve in and around. **WE DO:** Let's practice writing the letter S together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

t	**I DO:** This is the Letter T. This is an uppercase T. This is a lowercase t. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? *(Teacher points to upper and lowercase at least three times)*	**I DO:** The letter T represents the /t/ sound. When you make the /t/ sound, your tongue taps the ridge behind your top front teeth and your voice is off. You will feel the air pop out as you tap. You won't feel a vibration because your voice is off (model touching your voice box). /t/ is a stop sound because your tongue stops the air before tapping it out to make the /t/. Watch me. Now you try. If your /t/ sounds like /tuh/, try again. Letter T spells /t/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter T spells /t/. Say the letter and sound with me. *(Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times)* *Add to sound wall*	**I DO:** Now let's locate the letter T. **WE DO/ YOU DO:** Students locate the letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter T. We start at the top (model) Down, across To form a lowercase t, it's exactly the same. (model) down, across. The only difference is the lowercase t is this line goes across the line instead of on top. **WE DO/YOU DO:** Let's practice writing the letter T together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

p Words for phonemic awareness practice using the letters above at, sat, pat, sap, tap	**I DO:** This is the Letter P. This is an uppercase P. This is a lowercase p. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? *(Teacher points to upper and lowercase at least three times)*	**I DO:** The letter P represents the /p/ sound. When you make the /p/ sound, put your lips together and pop out a quiet puff of air. You can feel the air puff out by putting your hand in front of your mouth. /p/ is a stop sound because your tongue stops the air from coming out until you are ready to make the sound. Your voice is turned off, so you don't feel a vibration in your voice box (*model touching your voice box*). Watch me, now you try. If your /p/ sounds like /puh/, try again. Letter P spells /p/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter P spells /p/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter P. **WE DO/ YOU DO:** Students locate the letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter P. We almost always start at the top (*model*) Down, lift up, around To form a lowercase p, it's exactly the same. (*model*) Down, lift up, around. The only difference is the lowercase P is a little smaller and it sits lower when I write it on paper. **WE DO/YOU DO:** Let's practice writing the letter P together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

O	**I DO:** This is the Letter O. This is an uppercase O. This is a lowercase o. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter O represents the /o/ sound. When you make the /o/ sound, your mouth is rounded but open in the beginning but moves to a tighter round position. The middle of your tongue curves towards the back of your mouth. /o/ is a vowel sound. All vowel sounds are continuous sounds, and we always use our voice with vowel sounds (*model touching your voice box*). Watch me, now you try. Do you feel the vibration in your voice box? Letter O spells /o/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter O spells /o/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter O. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter O. We start at the top (*model*) over, around, close. To form a lowercase o, it's exactly the same. (*model*) over, around, close. The only difference is the lowercase o is a little smaller and it sits lower when I write it on paper. **WE DO/YOU DO:** Let's practice writing the letter O together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

r Words for phonemic awareness practice using the letters above rat, rap, rot, pot, sop, top, tot	**I DO:** This is the Letter R. This an uppercase R. This is a lowercase r. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter R represents the /r/ sound. When you make the /r/ sound, your lips are slightly open as your tongue pulls back along the roof of your mouth and rests high in the back with your voice box turned on. /r/ is a liquid sound. Liquids help the sounds around them make new sounds and your voice must always be on when you make them (*model touching your voice box*). /r/ is a continuous sound that can go on and on. Watch me, now you try. If your /r/ sounds like /ruh/, try again. Letter R spells /r/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter R spells /r/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter R. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter R. We start at the top (*model*) Down, lift up, around, slant down To form a lowercase r (*model*) Down, up, over **WE DO/YOU DO:** Let's practice writing the letter R together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

i	**I DO:** This is the Letter I. This an uppercase I. This is a lowercase i. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter I represents the /i/ sound. When you make the /i/ sound, your mouth is open in a relaxed smile. Your tongue is low in the front of your mouth. /i/ is a vowel sound. All vowel sounds are continuous sounds, and we always use our voice with vowel sounds (*model touching your voice box*). Watch me, now you try. Do you feel the vibration in your voice box? Letter I spells /i/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter I spells /i/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter I. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter I. We almost always start at the top (*model*) Down, across, across To form a lowercase i, (*model*) Down, dot **WE DO/YOU DO:** Let's practice writing the letter I together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

f Words for phonemic awareness practice using the letters above fit, fan, fat, sit, pit, tip, sip, rip	**I DO:** This is the Letter F. This an uppercase F. This is a lowercase f. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter F represents the /f/ sound. When you make the /f/ sound, rest your top teeth on your bottom lip. Now blow air through your teeth without turning on your voice. You can feel the air rushing through the narrow space where your teeth touch your lip and causing a quiet hissing sound. The sound you hear is caused by your teeth being in the path of the air. Put your hand in front of your mouth to check. Remember, you do not use your voice so you won't feel a vibration in your voice box. (*model touching your voice box*). /f/ is a continuous sound thatan stretch on and on. Watch me, now you try. If your /f/ sounds like / fuh/, try again. Letter F spells /f/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter F spells /f/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter F. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter F. We almost always start at the top (*model*) Down, across, across To form a lowercase f, (*model*) Over, down, across . The uppercase F has straight lines and the lowercase f has curved lines. **WE DO/YOU DO:** Let's practice writing the letter F together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

n	**I DO:** This is the Letter N. This an uppercase N. This is a lowercase n. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter N represents the /n/ sound. When you make the /n/ sound, rest your tongue flatly on the ridge behind your top, front teeth and turn on your voice. Your tongue forces the air to come through your nose, not your mouth, as your voice causes your voice box and your nose to vibrate. (*model touching your nose and your voice box*). /n/ is a continuous sound that can stretch on and on. Watch me, now you try. Do you feel the vibration in your voice box and your nose? (If I hold my nose, I can't make this sound) If your /n/ sounds like /nuh/, try again. Letter N spells /n/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter N spells /n/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter N. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter N. We start at the top (*model*) Down, slant down, upTo form a lowercase n (*model*) Down, up, over, down. The uppercase N has straight lines and the lowercase n has curved lines. **WE DO/YOU DO:** Let's practice writing the letter N together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

C Words for phonemic awareness practice using the letters above nap, fan, ran, not, Ron, cap, cat, cot, cop	**I DO:** This is the Letter C. This an uppercase C. This is a lowercase c. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter C represents the /c/ sound. When you make the /k/ sound, the back of your tongue is up high in the back of your throat and your mouth is open. Release your tongue and puff out a quick burst of air without turning on your voice. (*model and feel your voice box*). /k/ is a stop sound because your tongue is stopping the air until you are ready to make the sound. It is not a sound that can be stretched out, though. Watch me, now you try. If your /k/ sounds like /kuh/, try again. Letter C spells /k/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter C spells /k/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter C. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter C. We start at the top (*model*) Over, around To form a lowercase c, it's exactly the same. (*model*) Over, around . The only difference is the lowercase C is a little smaller and it sits lower when I write it on paper. **WE DO/YOU DO:** Let's practice writing the letter C together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

u	**I DO:** This is the Letter U. This an uppercase U. This is a lowercase u. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter U represents the /u/ sound. When you make the /u/ sound, your mouth is open, your tongue is low in the back of your mouth. /u/ is a vowel sound. All vowel sounds are continuous sounds, and we always use our voice with vowel sounds (*model touching your voice box*). Watch me, now you try. Do you feel the vibration in your voice box? Letter U spells /u/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter U spells /p/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter U. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter U. We s start at the top (*model*) Down, curve up. To form a lowercase u, it's exactly the same. (*model*) Down, curve up, down. The only difference is the lowercase u is a little smaller and has one extra line. **WE DO/YOU DO:** Let's practice writing the letter U together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

m Words for phonemic awareness practice using the letters above mat, map, ram, man, mop, Tim, sun, fun, run, pun, cut, cup, rut	**I DO:** This is the Letter M. This an uppercase M. This is a lowercase m. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter M represents the /m/ sound. /m/ is a nasal sound. When you make the /m/ sound, put your lips together and hum with your voice turned on. The air comes through your nose (*model touching your nose and your voice box*) and your nose and your voice box vibrate. /m/ is a continuous nasal sound that can stretch on and on. Watch me, now you try. Do you feel the vibration in your voice box and your nose? (If I hold my nose, I can't make this sound) I bet you can guess why we call this sound a nasal sound. If your /m/ sounds like /muh/, try again. The Letter M spells the /m/ sound. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter M spells /m/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter M. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter M. We almost always start at the top (*model*) down, slant down, slant up, down. To form a lowercase m, (*model*) Down, up, over, down, up, over, down. The uppercase M has straight lines and the lowercase m has curved lines. **WE DO/YOU DO:** Let's practice writing the letter M together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

l	**I DO:** This is the Letter L. This an uppercase L. This is a lowercase l. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter L represents the /l/ sound. When you make the /l/ sound, the tip of your tongue curves up and rests on the ridge behind your top front teeth. Turn on your voice and make a continuous sound (*model touching your voice box*). /l/ is a type of continuous sound called a liquid sound. Liquids help the sounds around them make new sounds and they always need your voice to be on. Do you feel the vibration in your voice box? If your /l/ sounds like /luh/, try again. Letter L spells /l/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter L spells /l/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter L. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter L. We almost always start at the top (*model*) Down, across. To form a lowercase l, it's almost the same. (*model*) down. The only difference is the lowercase L doesn't have the line at the bottom. **WE DO/YOU DO:** Let's practice writing the letter L together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

d Words for phonemic awareness practice using the letters above lad, lid, Dan, ran, pad, fad, mad, rid, mid, rod, pod, nod, cod, lap, lip, dip, dim	**I DO:** This is the Letter D. This an uppercase D. This is a lowercase d. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter D represents the /d/ sound. When you make the /d/ sound, your tongue taps the ridge behind your top front teeth and your voice on. You will feel the air pop out as you tap, and you will feel a vibration in your voice box because your voice is turned on (*model touching your voice box*). /d/ is a stop sound because your tongue stops the air before tapping it out to make the /d/. Watch me. Now you try. Do you feel the vibration in your voice box? If your /d/ sounds like /duh/, try again. Letter D spells /d/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter D spells /d/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter D. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter D. We start at the top (*model*) Down, lift up, around To form a lowercase d, it's exactly the same. (*model*) Over, around, up, down **WE DO/YOU DO:** Let's practice writing the letter D together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

g	**I DO:** This is the Letter G. This an uppercase G. This is a lowercase g. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter G represents the /g/ sound. When you make the /g/ sound, the back of your tongue is up high in the back of your throat and your mouth is open. Release your tongue and puff out a quick burst of air as you turn on your voice. (*model and feel for vibration in your voice box*). /g/ is a stop sound because your tongue is stopping the air until you are ready to turn on your voice and make the sound. It is not a sound that can be stretched out, though. Watch me, now you try. If your /g/ sounds like /guh/, try again. Letter G spells /g/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter G spells /g/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter G. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter G. We start at the top (*model*) Over, around, up, across. To form a lowercase g, it's exactly the same. (*model*) Over, around, up, down, curve **WE DO/YOU DO:** Let's practice writing the letter G together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

h Words for phonemic awareness practice using the letters above hat, ham, had, hid, him, hit, hum, hut, hug, gum, gap, got, hog, fog, fig, rig, dig, nag	**I DO:** This is the Letter H. This an uppercase H. This is a lowercase h. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter H represents the /h/ sound. When you make the /h/ sound, you make a short puff of air from the back of your open mouth. Your voice is turned off so you won't feel a vibration there (*model touching your voice box*). Watch me, now you try. If your /h/ sounds like /huh/, try again. Letter H spells /h/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter H spells /h/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter H. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter H. We almost always start at the top (*model*) Down, down, across To form a lowercase h, (*model*) Down, up, over, down **WE DO/YOU DO:** Let's practice writing the letter H together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

e	**I DO:** This is the Letter E. This an uppercase E. This is a lowercase e. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter E represents the /e/ sound. When you make the /e/sound, your mouth is open in a relaxed smile, your tongue is low in the front of your mouth. /e/ is a vowel sound. All vowel sounds are continuous sounds, and we always use our voice with vowel sounds (*model touching your voice box*). Watch me, now you try. Do you feel the vibration in your voice box? Letter E spells /e/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter E spells / e /. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter E. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter E. We start at the top (*model*) Down, across, across, acrossTo form a lowercase e, (*model*) Across, over, around **WE DO/YOU DO:** Let's practice writing the letter E together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

W Words for phonemic awareness practice using the letters above wag, wet, wig, win, wit, wed, den, gem, red, pet, hen	**I DO:** This is the Letter W. This an uppercase W. This is a lowercase w. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter W represents the /w/ sound. When you make the /w/ sound, round your lips and turn on your voice. (*model touching your voice box*). /w/ is a continuous sound that can stretch on and on. It glides into the vowel that follows it. Watch me make a /w/, now you try. Do you feel the vibration in your voice box? Now try it followed by a vowel. See how it glides into the vowel sound? If your /w/ sounds like / wuh/, try again. Letter W spells /w/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter W spells /w/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter W. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter W. We start at the top (*model*) Slant down, slant up, slant down, slant up To form a lowercase w, it's the same, just smaller. (*model*) Slant down, slant up, slant down, slant up **WE DO/YOU DO:** Let's practice writing the letter W together.

COX Campus

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

b	**I DO:** This is the Letter B. This an uppercase B. This is a lowercase b. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter B represents the /b/ sound. When you make the /b/ sound, put your lips together and pop out a noisy puff of air. You must turn on your voice when you make a /b/ sound. You can feel the air puff out and you can feel your voice box vibrate as you make the sound. (*model touching your voice box*). /b/ is a stop sound because your tongue stops the air from coming out until you are ready to make the sound. Watch me, now you try. Do you feel the vibration in your voice box? If your /b/ sounds like /buh/, try again. Letter B spells /b/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter B spells /b/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter B. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter B. We start at the top (*model*) Down, lift up, around, around To form a lowercase b, it's similar, but with only one bump. (*model*) Down, up, around **WE DO/YOU DO:** Let's practice writing the letter B together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

j Words for phonemic awareness practice using the letters above web, bet, bit, bat, but, fib, lob, mob, nab, rob, rib, web, jet, jut, job, jog, bin, bog, jab, jot, cab, nab, sob, hub	**I DO:** This is the Letter J. This an uppercase J. This is a lowercase j. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter J represents the /j/ sound. When you make the /j/ sound, your teeth are together, the middle of you tongue is on the ridge behind your top teeth and your lips are rounded. Your voice is turned on when you make /j/ (*model touching your voice box*). Your tongue blocks and then directs a quick puff of air out of your mouth as your teeth open slightly. You can feel the quick puff of air with your hand. /j/ is a stop sound because your tongue and teeth keep the air from popping out until you're ready. It is not continuous though. It cannot be stretched out. Remember, to feel for the vibration of your voice box as you say it. Watch me, now you try. If your /j/ sounds like /juh/, try again. Letter J spells /j/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter J spells /j/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter H. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter J. We start at the top (*model*) Down, curve around, across To form a lowercase p, it's similar. (*model*) Down, curve, dot **WE DO/YOU DO:** Let's practice writing the letter J together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

k	**I DO:** This is the Letter K. This an uppercase K. This is a lowercase k. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter K represents the /k/ sound. When you make the /k/ sound, the back of your tongue is up high in the back of your throat and your mouth is open. Release your tongue and puff out a quick burst of air without turning on your voice. (*model and feel your voice box*). /k/ is a stop sound because your tongue is stopping the air until you are ready to make the sound. It is not a sound that can be stretched out, though. Watch me, now you try. If your /k/ sounds like /kuh/, try again. Letter K spells /k/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter K spells /k/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter K. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter K. We start at the top (*model*) Down, slant, slant To form a lowercase k, it's exactly the same. (*model*) Down, slant, slant **WE DO/YOU DO:** Let's practice writing the letter K together.

COX Campus

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

V Words for phonemic awareness practice using the letters above kit, kid, Kim, Kip, van, veg, vet, vet, vat, kin	**I DO:** This is the Letter V. This an uppercase V. This is a lowercase v. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter V represents the /v/ sound. The /v/ sound is made exactly like the /f/ sound, with one important difference. Rest your top teeth on your bottom lip. Now blow air through your teeth without turning on your voice. You can feel the air rushing through the narrow space where your teeth touch your lip and causing a hissing sound. Your voice is turned on when you make the /v/ sound. In addition to the friction caused by your teeth blocking some of the air as it comes out, you will feel the vibration in your voice box and on your bottom lip. This may cause your bottom lip to tickle! Watch me, now you try. Remember, your voice is turned on when you make a /v/ sound. (*model touching your voice box*). /v/ is a continuous sound thatan stretch on and on. If your /v/ sounds like /vuh/, try again. Letter V spells /v/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter V spells /v/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter V. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter V. We start at the top (*model*) Slant down, slant up To form a lowercase p, it's exactly the same. (*model*) Slant down, slant up The only difference is the lowercase V is a little smaller and it sits lower when I write it on paper. **WE DO/YOU DO:** Let's practice writing the letter V together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

y	**I DO:** This is the Letter Y. This an uppercase Y. This is a lowercase y. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter Y represents the /y/ sound. When you make the /y/ sound, you smile with your teeth open and the middle of your tongue touching the roof of your mouth. Your voice is turned on for the /y/ (*model touching your voice box*). /y/ is a continuous sound that can stretch on and on. It glides into the vowel that follows it. Watch me, now you try. Do you feel the vibration in your voice box? If your /y/ sounds like /yuh/, try again. Letter Y spells /y/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter Y spells /y/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter Y. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter Y. We start at the top (*model*) Slant down, slant down, down To form a lowercase p, it's similar. (*model*) Slant down, slant down. **WE DO/YOU DO:** Let's practice writing the letter Y together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

Z Words for phonemic awareness practice using the letters above yet, yam, yum, yak, yap, yes, zip, zap, zen, zig, zag, yip	**I DO:** This is the Letter Z. This an uppercase P. This is a lowercase p. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter Z represents the /z/ sound. When you make the /z/ sound, your teeth are together, and your tongue rests on the ridge behind your top front teeth. Next, push air through the space between your top and bottom teeth and turn your voice on. When you make the /z/ sound your tongue partially blocks the air pushing through the space between your top and bottom teeth causing friction. With your voice turned on, you will feel a vibration in your voice box and on your tongue behind your teeth. (*model touching your voice box*). /z/ is a continuous sound that can stretch on and on. Watch me, now you try. If your /z/ sounds like /zuh/, try again. Letter Z spells /z/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter Z spells /z/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter Z. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter Z. We start at the top (*model*) Across, slant down, across To form a lowercase z, it's exactly the same, just smaller. (*model*) Across, slant down, across **WE DO/YOU DO:** Let's practice writing the letter Z together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

X	**I DO:** This is the Letter X. This an uppercase X. This is a lowercase x. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter X is a little different. It represents two sounds, /k/ and /s/ like in the word box. X usually comes at the end of the word. Letter X spells /ks/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letter X spells /ks/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter X. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter X. We almost always start at the top (*model*) Slant down, lift up, slant down To form a lowercase x, it's exactly the same. (*model*) Slant down, lift up, slant down. The only difference is the lowercase P is a little smaller and it sits lower when I write it on paper. **WE DO/YOU DO:** Let's practice writing the letter X together.

Alphabet Knowledge Instructional Routine: Cox Campus Sequence

q Words for phonemic awareness practice using the letters above ax, Max, box, fox, mix, fix, hex, vex, six, wax, lax, tux, quit, quip, quilt, quest, squid *include any previous word lists	**I DO:** This is the Letter Q. This an uppercase Q. This is a lowercase q. **WE DO/YOU DO:** Let's practice naming this letter. What is this letter? (*Teacher points to upper and lowercase at least three times*)	**I DO:** The letter Q is paired with the letter U in English and it represents two sounds /k/ and /w/. represents the /q/ sound. Letters QU spell /kw/. **WE DO/YOU DO:** Let's practice naming and saying the sound of this letter. The letters QU spells /qu/. Say the letter and sound with me. (*Teacher points to upper and lowercase, having children say letter name and letter sound. Repeat at least three times*) *Add to sound wall*	**I DO:** Now let's locate the letter Q. **WE DO/ YOU DO:** Students locate letter in text, magnetic letters, sorting activities, names, environmental print, newspapers, letter books, feeding hungry monster, scavenger hunt, etc. *Students find and name the letter and sound each time.	**I DO:** Let me show you how to write the letter Q. We almost always start at the top (*model*) Over, around, close, slant down To form a lowercase q, it's. (*model*) Over, around, up, down **WE DO/YOU DO:** Let's practice writing the letter P together.