

## Letter-Sound Identification 1: Quick Sounds

**College- and Career-Ready Standard Addressed: K3a.** Demonstrate basic knowledge of one-to-one letter–sound correspondences by producing the most common sound for each vowel and consonant.

**Objective: Students will increase accuracy and rate in identifying known letter sounds.**

### Materials

- Stopwatch
- Cards with letter-sounds that the student has learned in previous instructional sessions and can identify accurately (see attached sample).
  - Use common, frequently used sounds, such as /a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/.
  - Make at least three copies of each letter–sound card (so that you do not run out of sounds to be presented in one minute).
  - Separate similar sounds (e.g., auditorily similar /b/, /p/; visually similar /v/, /w/).

*OPTIONAL:* Graph paper for tracking progress on goals (see attached sample).

### Suggested Schedule and Group Size

Schedule: Daily, no more than 5 to 10 minutes per session

Recommended group size: Individual or small group (up to five students)

**Note:** The following script is intended as a model.

### Activity

#### Intervention Principle

Preview the lesson using precise, simple language.

#### Sample Script and Procedures

*Set lesson goal based on student’s current level of performance. If this is the first time doing this activity, say: **Today, we’re going to play a game called “Quick Sounds” to see how quickly and correctly you can say your sounds! Saying sounds quickly and correctly will help you read words. What will saying sounds quickly and correctly help you do? (read words)***

*After the first time, say: **Last time we did Quick Sounds, you got XX correct sounds in one minute! Today, let’s try for XX! (OPTIONAL: Have child plot goal on chart.)***

Adapted with permission from the University of Texas Center for Reading and Language Arts (2004). *Reading Strategies and Activities Resource Book for Students at Risk for Reading Difficulties, Including Dyslexia*. (pp. 143–147). Austin, Texas: Author.

<p>Provide concrete learning opportunities that include modeling and use of manipulatives.</p>	<p><i>Introduce any new letter-sounds included in this activity. For example:</i></p> <ul style="list-style-type: none"> <li>• <b>Today, we are adding a new sound to our practice.</b> (<i>Hold up the card with the new sound; e.g., /f/.</i>)</li> <li>• <b>This sound is /f/. What sound?</b> (<i>Check for accuracy.</i>)</li> </ul>
<p>Check for retention of previously taught concepts.</p>	<p><i>Review each of the sounds by showing the cards one-by-one and saying: <b>What sound?</b> The student should identify each sound correctly. Correct errors by saying, <b>This sound is /a/. What sound?</b></i></p>
<p>Provide repeated opportunities to correctly practice and develop automaticity.</p>	<p><b>Now it's your turn to see how many sounds you can say in one minute. Ready?</b></p> <p><i>Present each letter-sound card, one at a time, for one minute. The student should say each sound (you can model how to do this if needed).</i></p>
<p>Provide corrective feedback during practice.</p>	<p><i>Provide immediate, corrective, <b>QUICK</b> feedback for errors: /a/, <b>What sound?</b> (Student repeats sound.) Then continue presenting the remaining cards.</i></p> <p><i>Place correctly identified cards in one pile, and incorrectly identified cards in a second pile. At the end of one minute, count the number of correctly identified cards with the student. <b>You got XX correct sounds in one minute!</b> Acknowledge whether he/she met the goal. <b>OPTIONAL:</b> Mark progress on chart; see example.</i></p>
<p>Provide immediate and explicit error correction. Have the student practice the correct response.</p>	<p><i>Review errors: Show each card from the error pile and say: <b>This sound is __. What sound?</b> (Student repeats sound.) Cycle through the error pile 2–3 times.</i></p> <p><i>Repeat the entire process 1–2 times.</i></p>

Sound Cards

a	m	t	s	i
d	r	o	g	f
a	m	t	s	i
d	r	o	g	f
a	m	t	s	i
d	r	o	g	f

### Quick Sounds Chart

