Example Activity: 1 Minute Letter/Sound Dash

1. Select a set of letter sounds students can accurately identify

   Guidelines for selecting letter-sounds to practice:
   - Select high-priority and high-utility sounds
   - Select sounds students are able to identify accurately
   - Separate highly similar examples
     - separate sounds with auditory similarity (i.e., b/d) and visual similarities (v and w)
   - begin with lower case letters and move to uppercase as students demonstrate fluency

   Guidelines for the flash-card practice activity:
   - Include multiple examples in the practice set
   - Systematically decrease “think time” for answering (3-2-1 seconds)
   - Remove letter-sounds that students have identified correctly for 2 consecutive weeks
   - Review errors from previous lesson.

2. Make cards for each letter/sound:
   - Include multiple cards of each letter in the set.

3. Set goal for progress monitoring
   - Ultimately, students should be able to identify 1 letter/sound per second
   - Set goal depending on previous fluency and number of sounds. For example
     - 30 cards that students accurate but not fluent with: goal might be 30 sounds in 1 minute
     - if students have practiced the sounds and are building fluency, a goal might be 30 sounds in 30 seconds

4. Do a 1-minute small-group practice. Position cards so all can see.

5. Start the stop watch and time for the selected goal time (ie., 30 seconds or 1 minute)

6. Present the first letter so that all students answer together.

7. Provide quick corrective feedback on errors.
   - If students do not answer correctly:
     - “My turn, this sound is ____. What sound?____ Yes, ____”. (You do not need to go back because there are multiple examples of sounds in the set)

8. Continue presenting letters adjusting the pace of presentation systematically.

9. Letter-sounds correctly identified go in one pile. Place errors in a second pile.

10. At the end of 1 minute, tally the number correct.

11. Review errors and repeat activity for again.

Adapted from Harn, 2003